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IDENTIFIERS	*ERIC; Information Analysis Products

ABSTRACT

Ninth in the series of bibliographies of ERIC Information Analysis Products (IAP's), this annotated bibliography lists 211 documents prepared by the 16 Clearinghouses that analyze and synthesize educational literature for the period January-December 1978. Cited are research reviews, bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest, and many similar documents designed to meet the needs of ERIC users. The format and arrangement of citations in this bibliography conform to that of their original announcement in Resources in Education (RIE): citations are arranged by Clearinghouse: within each Clearinghouse section, documents are listed in accession number order: and the content of the citations is the same as that in RIE. Three indexes are provided-Subject, Personal Author, and Institutional--and index entries lead the user to an accession number and the Clearinghouse section in which the item is listed. Included in the document is a statistical summary, by Clearinghouse and by year (1968-1978), of IAP's produced. (Author/JD)

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Educational Resources Information Center

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ERIC®

Information Analysis Products
(And other Clearinghouse Publications)
1978

An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses January-December 1978

Dorothy A. Slawsky, Editor
ERIC Processing and Reference Facility
Bethesda, Maryland

September 1979

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Washington, D.C. 20208

IR008058

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I. Introduction

The ERIC System

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system sponsored and supported by the National Institute of Education (NIE). ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses located at universities or with professional organizations across the country (see Section VI of this publication for a complete list of ERIC components).

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals: *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE), provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,200 documents. RIE is published by the Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index to over 700 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,700 journal articles. CIJE is available on subscription from Oryx Press.

Information Analysis Products (IAP's)

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users.

Publications of the ERIC Clearinghouses are called "Information Analysis Products" (or, briefly, IAP's). Each IAP is put into the ERIC system and announced in RIE or CIJE.

Bibliographies of ERIC Information Analysis Products

Periodically, ERIC prepares bibliographies of its Information Analysis Products. Items announced in these compilations are submitted by the ERIC Clearinghouses and reviewed by Central ERIC. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the ninth bibliography in this series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHY	SIZE	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-		Jan-Dec 1978	211
		TOTAL IAP'S (1968-1978)	3327

This bibliography covers the calendar year period from January through December 1978. It lists a total of 211 documents. IAP's that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC Abstract Journal *Resources in Education* (RIE).

Organization of this Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED 123456(TM).

Availability of ERIC Information Analysis Products (IAP's)

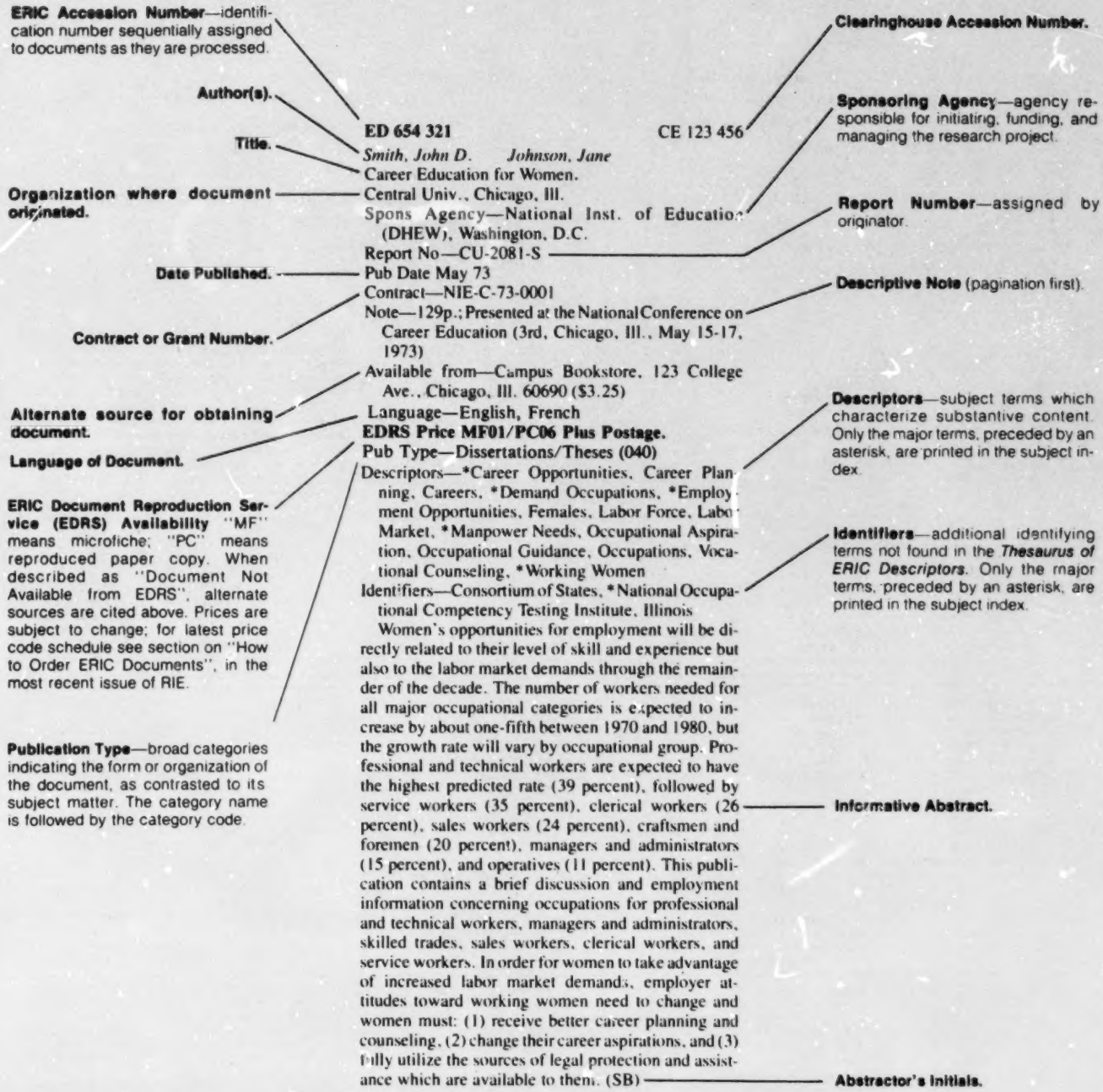
ERIC Information Analysis Products are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, IAP's are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS).

See Section VII for instructions on how to order materials.

II. STATISTICAL SUMMARY —*BY CLEARINGHOUSE BY YEAR (1968-1978)*

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY1968	FY1969	FY1970	FY1971	FY1972	FY1973	FY1974-1975	FY1976, FY1977, FY1978 THROUGH DEC. 1977	JAN-DEC 1978	TOTALS
AC	Adult Education	24	16	20	28	20	16				124
AL	Linguistics	2	7	11	11						31
CE	Adult, Career, & Vocational Education							6	36	9	51
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	136
CS	Reading and Communication Skills						60	38	46	13	157
EA	Educational Management	6	8	14	36	18	43	62	78	19	284
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	375
EF	Educational Facilities	1	19	16							36
EM	Educational Media and Technology	7	8	11	8	14	16				64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	176
HE	Higher Education		1	8	18	18	17	35	45	16	158
IR	Information Resources							30	47	8	85
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	259
LI	Library and Information Sciences		2	7	9	14	8				40
PS	Elementary & Early Childhood Education	11	12	7	15	21	26	41	40	15	188
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	148
RE	Reading	16	19	15	9	5					64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	248
SO	Social Studies/Social Science Education				6	10	6	17	24	6	69
SP	Teacher Education		7	28	19	19	19	31	31	9	163
TE	Teaching of English	3	7	32	24	26					-92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	82
UD	Urban Education	6	14	14	10	10	14	18	37	16	139
VT	Vocational and Technical Education	11	18	30	39	42	18	—	—	—	158
	TOTALS	149	240	366	416	415	396	534	600	211	3,327

SAMPLE RESUME ENTRY


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
Author(s).
Title.
Organization where document originated.
Date Published.
Contract or Grant Number.
Alternate source for obtaining document.
Language of Document.
ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.
Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.
ED 654 321
CE 123 456
Smith, John D. Johnson, Jane
Career Education for Women.
Central Univ., Chicago, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—CU-2081-S
Pub Date May 73
Contract—NIE-C-73-0001
Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)
Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)
Language—English, French
EDRS Price MF01/PC06 Plus Postage.
Pub Type—Dissertations/Theses (040)
Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women
Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois
Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)
Clearinghouse Accession Number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. Only the major terms, preceded by an asterisk, are printed in the subject index.
Informative Abstract.
Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED or EJ number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page
CE	—Adult, Career, and Vocational Education	1
CG	—Counseling and Personnel Services	3
CS	—Reading and Communication Skills	5
EA	—Educational Management	7
EC	—Handicapped and Gifted Children	10
FL	—Languages and Linguistics	10
HE	—Higher Education	13
IR	—Information Resources	16
JC	—Junior Colleges	18
PS	—Elementary and Early Childhood Education	20
RC	—Rural Education and Small Schools	23
SE	—Science, Mathematics, and Environmental Education	25
SO	—Social Studies/Social Science Education	29
SP	—Teacher Education	30
TM	—Tests, Measurement, and Evaluation	32
UD	—Urban Education	33

CE

ED 164 975 CE 019 619

Briggs, Norma L.

Women and the Skilled Trades. Information Series No. 132.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—42p.; For related documents see CE 019 620 and CE 019 624

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 132, $2.80)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affirmative Action, *Apprenticeships, Census Figures, Employment Opportunities, Employment Patterns, Employment Programs, Employment Services, *Employment Statistics, Federal Programs, *Females, Job Placement, Job Training, Labor Legislation, Labor Market, Salaries, Sex Differences, *Skilled Occupations, *Vocational Education, Working Women

Identifiers—Better Jobs for Women, Comprehensive Employment Training Act, Information Analysis Products, Manpower Development Training Act, Nontraditional Occupational Program for Women

The participation of women in the skilled trades increased appreciably between 1960 and 1970; however, the rate of increase was not as large as could have been expected if women had entered the skilled trades at the same rate they entered the total civilian labor market. The gap between men's and women's median earnings was greater in 1970 than in 1960, but in the skilled trades the decrease in women's earnings in proportion to men's was smaller. The participation of women in the skilled trades appears to be higher in larger companies in large metropolitan areas than it is on the average nationwide. Also, proportionately more minority women are employed in the skilled trades by such companies. Women continue to be underrepresented in both apprenticeship training programs and vocational/technical education programs for the skilled trades even though affirmative action regulations and special stimulus programs have made some gains. Women have been well represented as participants in federal government training programs; however, they have been disproportionately concentrated in programs which lead to low-paying and low-skill jobs. Government funded outreach projects for women designed to prepare and place women in pre-apprenticeship, apprenticeship, and traditionally male blue-collar jobs have increased from one program in 1971 to over eighty in 1978. Now it is time to determine the effectiveness of these programs and to analyze which combination of factors is optimal–the project designs, the skills/characteristics of women selected, the support/training offered, and the follow-up services. (BM)

ED 164 976 CE 019 620

Farmer, Helen S.

Counseling Programs and Services for Women in Non-Traditional Occupations. Information Series No. 133.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—65p.; For related documents see CE 019 619 and CE 019 624 ; parts marginally legible due to print quality

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 133, $4.50)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Affirmative Action, Ancillary Services, Apprenticeships, Change Agents, Changing Attitudes, *Counseling Programs, *Educational Needs, *Employment Opportunities, Employment Trends, Enrollment Trends, *Females, Legislation, Managerial Occupations, *Participant Characteristics, Postsecondary Education, Professional Occupations, Program Improvement, Recruitment, Resources, Role Models, Scientific Personnel, Skilled Occupations, Vocational Counseling, Working Women

Identifiers—Information Analysis Products, *Non Traditional Occupations

Focusing on counseling programs and support services for increasing the participation of women (postsecondary level) in occupations traditionally dominated by men, a study examined opportunities, needs, and support systems relevant for women seeking to enter either nontraditional professional or nonprofessional occupations. The data collected covered the following categories: opportunities in nontraditional professional occupations; characteristics of women choosing traditional and nontraditional professional occupations; counseling/support services for women in math, science, and management; role models used to increase nontraditional participation; counseling services/resources for college women; counseling services aimed at changing change agents; legislative support for women entering nontraditional occupations; participation of and support programs for women in nontraditional, nonprofessional occupations; and apprenticeship training. Positive trends were identified in several nontraditional occupational fields where female enrollments in professional training have increased during the past decade. Seen as a result of several factors rather than the result of any one programmatic effort, these increases were facilitated by legislation and efforts by states and institutions to recruit more women. Promising projects were identified that aimed at influencing educators, parents, and students to change their attitudes and behaviors. (BM)

ED 164 977 CE 019 623

Rios, Edwin T. Hansen, William E.

Career and Vocational Development of Bilingual Students. Information Series No. 136.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—59p.; For related documents see CE 019 619-627

Available from—Matopma; National Educational Laboratory Publishers Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock Number EC-066, $5.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, *Bilingual Students, Career Awareness, *Career Development, *Career Education, Career Exploration, Educational Coordination, Educational Experience, Instructional Materials, Migrant Education, Non English Speaking, Program Descriptions, Program Evaluation, *Program Planning, Second Language Learning, Student Characteristics, *Student Needs, Vocational Education, Vocational Maturity

A study was conducted to explore the evolution of career education concepts and its application to the bilingual population. The literature search reviewed theory as well as research papers, surveys, other literature searches, program descriptions, and state vocational/career education plans. Agencies which produce literature and other career education support of bilingual families and their children were also reviewed. The findings were synthesized to identify programmatic requirements and to establish directions for national and state planning efforts. Among the findings are these: (1) language is a critical factor in planning specific career education programs for bilingual persons; (2) children of bilin-

gual families, where two languages are critical for survival, demonstrate distinctive, more adult, social maturity; (3) the school system loses its "holding power" on bilingual children during the seventh through ninth grades; (4) career-related materials in bilingual format are virtually non-existent; and (5) state and local planning of career and vocational education, bilingual education, and migrant education have not been coordinated. One of the four major recommendations suggests that bilingual career awareness materials (K-6) and bilingual career exploration materials (K-7) be developed concurrently in terms of career education concept development, languages appropriate for student and/or parents, and the environment of the bilingual family. (BM)

ED 164 978 CE 019 624

Kane, Roslyn D.

Preparing Women to Teach Non-Traditional Vocational Education. Information Series No. 137.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—60p.; For related documents see CE 019 619-620

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ancillary Services, Certification, Employment Opportunities, Evaluation, *Females, Financial Support, Industrial Arts, Models, Participant Characteristics, Program Design, Program Planning, Recruitment, *Retraining, Sex Discrimination, Sex Stereotypes, Skill Development, Skilled Workers, *Teacher Education, Teachers, *Trade and Industrial Education, Vocational Education, *Vocational Education Teachers, Working Women

Identifiers—Information Analysis Products, *Nontraditional Occupations

The impetus for developing a model to retrain women teachers and skilled women to become teachers in traditionally male-intensive secondary vocational education has emerged from a combination of problems and issues. The most pertinent of these involve the factors of supply and demand, coupled with the need to reduce sex stereotyping and bias in employment. A retraining program should respond to the need for female teachers in male-intensive vocational programs by state and should identify where the need for such a program is greatest. The major conceptual issues that must be addressed in proposing a retraining model include the characteristics of the women for whom the program is being designed, the certification requirements of the state, job growth potential, and time required to attain skill levels and operate the retraining model. Other factors involved in planning the model are evaluation, funding sources, and packaging the program. The two areas that consistently offer the most opportunities for employing teachers in male-intensive vocational programs in most states are trade and industrial education and industrial arts. Some aspects to consider in retraining women in these areas are program design, work experience, competency-based programs, and preservice and inservice training. Recruitment practices, selection of applicants for pilot programs counseling, and various support programs must be carefully planned to insure that the first group of women entering these positions has a positive and successful experience. (BM)

ED 164 979 CE 019 626

Newcomb, L. H.

Agricultural Education: Review and Synthesis of the Research. Information Series No. 139.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—86p.

Available from—National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 139, $5.50)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Agricultural Education, Career Education, Curriculum, Curriculum Guides, Disadvantaged Youth, *Educational Research, Followup Studies, *Instruction, Performance Based Teacher Education, Postsecondary Education, Program Administration, Program Evaluation, Program Planning, *Research Needs, Secondary Education, State of the Art Reviews, Student Teaching, Task Analysis, *Teacher Education, Teacher Recruitment, Teacher Shortage, *Vocational Agriculture, Vocational Agriculture Teachers

Identifiers—Information Analysis Products

Research studies in agriculture education conducted between 1969 and 1978 are analyzed to provide an overview of representative studies in the following areas: teacher education, instruction, curriculum, student services, recruitment and retention of teachers, disadvantaged students, program planning, evaluation studies, administration and supervision, adult education, postsecondary agricultural education, and career education in agriculture. (All studies selected relate to secondary and postsecondary vocational agriculture programs in the United States.) After research in each area is reviewed, summary comments are presented to indicate trends, patterns, and important findings in that area. Finally, overall conclusions and recommendations are presented based on the total review of the research. Some of these conclusions are as follows: (1) even though the profession has an abundance of task analysis information and nationally prepared curriculum guides available for all specialty areas, little attempt has been made to evaluate task lists or curriculum guides using actual field observations; (2) even though there appears to be sufficient work completed in identifying the professional competencies needed by vocational agriculture teachers, the profession could benefit from coordinated inquiry into which competencies improve student learning; and (3) even though there is substantial documentation of the shortage of vocational agriculture teachers, to date there is no evidence of a recruitment program successful enough to attract the attention of the profession. (BM)

ED 164 980 CE 019 627

Bhaerman, Robert D., Comp.

Community Resources and Community Involvement in Career Education: An Annotated Bibliography. Information Series No. 140.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—77p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 140, $5.10)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Abstracts, *Annotated Bibliographies, Career Awareness, *Career Education, Career Exploration, *Community Involvement, *Community Resources, Experiential Learning, *Program Descriptions, School Community Programs, School Community Relationship, *School Industry Relationship

Identifiers—*Business Industry Labor Linkage, *Experience Based Career Education, Information Analysis Products

This selected annotated bibliography was published as a result of the evident interest by educators, as well as the general public, in the issues of community resources and community involvement in career education. The abstracts of 125 studies conducted since 1975 were selected and organized under the following categories: community resources (52 entries); community involvement (48 entries); Experience-Based Career Education (16 entries); and Business-Industry-Labor Linkage (9 entries). The last two categories were added to give the reader a "flavor" of what is to be found in the two related areas of experience-based career education and business-industry-labor linkage. There is some overlap in the four categories; however, the selections were made on the basis of the primary focus of each particular entry. The annotations are listed under each category in order of recency of ED numbers, with the current ones first. (BM)

ED 166 418 CE 019 621

Bhaerman, Robert D., Comp.

Career and Vocational Development of Handicapped Learners: An Annotated Bibliography. Information Series No. 134.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—96p.; For related documents see CE 019 619-627

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

Pub Type— Reference Materials - Bibliographies (131) — Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Development, *Career Education, Curriculum Guides, Educational Equipment, Educational Facilities, Educational Trends, Employment Opportunities, Evaluation, *Faculty Development, *Handicapped, Learning Activities, Mainstreaming, Occupational Guidance, Resource Materials, Staff Improvement, Vocational Counseling

This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9); programs and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry. (BM)

ED 166 419 CE 019 622

Brolin, Donn E. Kolstoe, Oliver P.

The Career and Vocational Development of Handicapped Learners. Information Series No. 135.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-76-0122

Note—80p.; For related documents see CE 019 619-627 ; Best copy available

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)

Pub Type— Information Analysis (070) — Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Education, Career Exploration, Career Planning, Citizen Role, Counseling, *Curriculum Development, Curriculum Evaluation, Educational Change, *Educational Needs, Educational Objectives, Educational Philosophy, Educational Trends, Family Role, *Handicapped, Hobbies, *Life Style, *Program Effectiveness, Program Improvement, Recreational Activities, Teaching Methods, Vocational Education

The state of the art of career education for handicapped persons was reviewed beginning with the events and developments which have aided in the growth of career education for the handicapped since 1971. Specific career education needs of the handicapped were identified, and the concept of career education was clarified. The study examined relevant research on the roles of occupation, citizen, family, and avocation associated with persons who are deaf, hard-of-hearing, blind, partially sighted, crippled, health impaired, mentally retarded, emotionally disturbed, learning disabled, or multi-handicapped. Research conducted to evaluate the effectiveness of various curricular approaches in this field was also studied. Finally, research in the areas of teaching counseling methods and career assessment, exploration, and preparation for the handicapped was reviewed. The research indicated that

only now are school systems beginning to retool and initiate a comprehensive array of services: inclusion of total school resources, community participation, and family involvement. Based on past research and reviews of research in progress, ten generalizations were drawn. These are as follow: (1) the majority of handicapped students who leave school are in danger of becoming either unemployed or underemployed in later life; (2) currently there is considerable curricula variability in scope and sequence for career education program implementation, but more definitive guidelines and procedures are necessary upon which to build curricula; and (3) parents appear to have a significant influence on the handicapped person's career development. (BM)

ED 166 420 CE 019 625
Kazanas, H. C.
Affective Work Competencies for Vocational Education. Information Series No. 138.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-76-0122
Note—94p.; For related documents see CE 019 619-627 ; Parts may not reproduce clearly
Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($6.25)
Pub Type— Information Analysis (070) — Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Affective Behavior, Behavior Patterns, Behavior Rating Scales, Behavior Theories, *Employment Qualifications, Evaluation Methods, Group Behavior, *Industry, *Job Skills, *Measurement Techniques, Needs Assessment, School Industry Relationship, Skill Analysis, Skill Development, Synthesis, Test Bias, Values, *Vocational Education, Work Attitudes
Recognizing the importance of a curriculum that facilitates the acquisition of desirable, affective work competencies (work attitudes, values, and habits) as well as specific job skills, a study was conducted to review and synthesize what is known about the social and psychological aspects of work and to identify specific affective work competencies that are desirable and common for vocational education programs. The literature review focused on the historical and theoretical perspectives which relate to understanding the behavior of individuals and groups; it also examined the empirical data related to affective work competencies identified by employers, educators, and experienced employees. Based on the combined investigations conducted by industry and education, a variety of affective work competencies was identified. A synthesis of forty-two affective work competencies identified by industry with the fifty-four identified by educators provided a total of sixty-three unique, identifiable affective work competencies. However, the study concluded that there is a lack of continuity between educational institutions and employing organizations; consequently, some of the affective work competencies identified by educators have been inconsistent with what industry wanted or needed. Moreover, the inability of researchers to identify and objectively measure affective competencies was found in both industry and education, indicating a need for the development of reliable, valid, and objective measuring instruments. Recommendations and guidelines for an affective work competencies inventory are provided. (BM)

CG

ED 159 541 CG 012 789
Benjamin, Libby
Searchlight: Relevant Resources in High Interest Areas. Counseling for Preretirement
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—120p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI, 48109 ($2.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adjustment (to Environment), *Adult Counseling, *Age, Bibliographies, Decision Making, Gerontology, Literature Reviews, *Older Adults, Program Descriptions, *Retirement, Senior Citizens
Identifiers—*Preretirement Counseling
This paper provides an overview of the meaning of retirement (which is considered to be different for every individual); reviews some of the burgeoning literature on retirement issues; discusses briefly the content and approach in six major retirement planning programs; and presents trends in the field and their implications for the future. A computer search of six national data bases, yielding abstracts of 124 resources for preretirement counselors, is included. (Author/LFB)

ED 160 905 CG 012 790
Walz, Garry R.
Searchlight: Relevant Resources in High Interest Areas. Mid-Career Change: An Overview of Counseling Practices and Programs.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—97p.; Not available in hard copy; Parts may be marginally legible duc to print quality
Available from—ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education Building, The University of Michigan, Ann Arbor, Michigan, 48104.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Counseling, Adult Development, Adults, Bibliographies, *Career Change, Life Style, Literature Reviews, *Middle Aged, Psychological Needs, *Vocational Counseling
Recently, attention has been focused on changes that can occur during adulthood. This paper presents theories of mid-life crisis, an overview of trends and developments, and a perspective on counseling which deals with the funding of counseling and the need for human resources planning. A computer search of 70 articles forms the basis of the investigation. Abstracts of the articles, most of which are dated 1975 or later, are included. (LFB)

ED 163 372 CG 013 146
Gill, Stephen Joel
Searchlight: Relevant Resources in High Interest Areas. Group Guidance.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-005
Note—81p.; Parts of abstracts may not reproduce clearly
Available from—ERIC/CAPS, 2108 School of Education, the University of Michigan, Ann Arbor, MI 48109 ($2.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Counselor Role, Elementary School Counselors, *Group Guidance, *Guidance Services, Literature Reviews, Program Descriptions, *Program Development, Secondary School Counselors
This information analysis paper, based on a search of the ERIC data base, presents an in-depth analysis of current topics in group guidance. A variety of group guidance models are discussed, then issues and trends resulting from their implementation are analyzed. Implications are stated for further development of group approaches to guidance services. The effects of this aspect of guidance on counselors is also discussed. The second part of this document contains an extensive list of journal article and document abstracts on this topic, all gleaned from the ERIC system. (Author/BP)

ED 163 373 CG 013 147
Riggs, Ron C.
Searchlight: Relevant Resources in High Interest Areas. Evaluation of Counselor Effectiveness.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—86p.; Parts of abstracts may not reproduce clearly
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Certification, *Counseling Effectiveness, Counselor Educators, *Counselor Evaluation, Counselors, *Evaluation Methods, Literature Reviews, Practicums, Self Evaluation
This information analysis paper, based on a search of the ERIC data base, deals with methods of evaluating counselor effectiveness. A review of the literature summarizes research concerning counselors and counselor educators, and suggests implications for both groups. Issues and trends for practitioners include certification and licensing; counselor role; accountability; personality and evaluation; counselor self-evaluation; process evaluation; and client-consumer evaluation. Those for counselor educators include interview skills; the practicum; and program evaluation. The second part of this document contains an extensive list of journal article and document abstracts on this topic, all gleaned from the ERIC system. (Author/BP)

ED 163 386 CG 013 160
Mamarchev, Helen L. Pritchett, Beverly
Searchlight. Relevant Resources in High Interest Areas. Career Development: Programs and Practices
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—122p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Career Development, *Career Education, *Counseling Programs, Educational Practice, Elementary Secondary Education, *Guidance Programs, Higher Education, Program Content, Program Descriptions, *Reference Materials, *Resource Materials
This collection of ERIC document resumes is designed to assist counselors and other educational personnel involved in the development and maintenance of career guidance programs. The materials presented are a result of a computer search covering the ERIC data base from November 1966 through May 1978. The documents provide examples of exemplary programs, practices and materials in the area of career development. To simplify the reader's search for relevant information, a Program Analysis Matrix is provided to analyze each program noted in the ERIC citations, in terms of its special target population, education level, focus, materials, methods, and geographic location. (Author/HLM)

ED 163 387 CG 013 161
Pritchett, Beverly Baker, Adrian J.
Searchlight. Relevant Resources in High Interest Areas. Counseling the Exceptional: Handicapped and Gifted.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—108p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI., 48109, $2.00
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Counseling, *Exceptional Persons, *Family Counseling, *Gifted, *Handicapped

This annotated bibliography is derived from the ERIC system and includes citations on the "exceptional" - - a wide range of people capable of benefiting from special programs. Current trends (data search from November 1966 through May 1978) are examined, together with five main implications for counselors: (1) the need to establish a relationship with the family of the exceptional person; (2) judicious use of tests and evaluations; (3) the development of skills in teacher consultation techniques; (4) the development of skills in helping handicapped and non-handicapped students relate to each other; and (5) maintenance of an awareness of current research findings. The literature cited addresses all aspects of the life and well-being of the exceptional person, from schooling and employment to leisure activities and community involvement. (Author/LP)

ED 165 066 CG 013 145
Mamarchev, Helen L. Pritchett, Beverly
Searchlight: Relevant Resources in High Interest Areas. Career Resource Centers.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—109p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, *Career Education, *Facility Guidelines, Guides, Literature Reviews, *Program Development, *Resource Centers, *Vocational Counseling
Identifiers—*ERIC, Information Analysis Products

Based upon a computer search of the ERIC data base, this bibliography and review focuses on career resource center (CRC) programs – those at the secondary and college/university levels as well as those catering to special populations. From the citations presented, information is pulled relative to planning, staffing, and operating CRC's. Brief guidelines are offered for setting up CRC's at all educational levels and in various community settings. (LP)

ED 165 083 CG 013 182
Baker, Adrian J.
Divorce and One-Parent Family Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—55p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adjustment Problems, Adults, Annotated Bibliographies, Children, *Divorce, *Family Counseling, Interpersonal Relationship, Marital Instability, Marital Status, *One Parent Family, *Parent Child Relationship, *Social Attitudes, State of the Art Reviews
Identifiers—Information Analysis Products

This collection of ERIC documents is designed to assist anyone involved in the counseling of single parents, divorced adults, or children of divorced parents to identify useful resources. These documents represent a computer search of the ERIC database covering the period of November, 1966 through May, 1978. The materials reviewed here address the following areas of concern: problems related to divorce; effects of divorce on men, women, and children; role expectations for single parents; stages of loss experienced after marriage dissolution; appropriate role models for counselors to adopt; and social attitudes. Additionally, descriptions of exemplary programs and services for persons affected by divorce are provided. (HLM)

ED 165 084 CG 013 183
Jaslow, Carol K.
Violence in the Schools.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—53p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($2.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Counselor Role, Educational Legislation, *Educational Problems, Elementary Secondary Education, Higher Education, *School Security, *School Vandalism, State of the Art Reviews, *Student Behavior, *Student School Relationship, *Violence
Identifiers—Information Analysis Products

This collection of ERIC documents is designed to identify useful resources for anyone working with problems of violence or vandalism in an educational setting. These documents represent a computer search of the ERIC database covering the period of November, 1966 through May, 1978. The materials reviewed here address the following areas of concern: issues and trends in school violence; methods for coping with violence such as student cooperation, special projects, public relations, and parent education; the Safe Schools Act; and the role of the counselor. Additionally, descriptions of exemplary programs and services specifically designed to deal with school violence are provided. (HLM)

ED 167 852 CG 013 237
Walz, Garry R. And Others
Competency-Based Career Guidance Program Design: A 2-Day Training Workshop.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—192p.
Available from—ERIC/CAPS Clearinghouse, 2108 School of Education, The University of Michigan, Ann Arbor, MI., 48109, $11.00
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Career Education, Counselors, *Counselor Training, Decision Making, Evaluation Methods, Needs Assessment, *Occupational Guidance, *Performance Based Education, *Program Design, Workshops
Identifiers—Information Analysis Products

A two-day training program is described that may be used by individuals or in preservice or inservice experiences to teach participants the knowledge and skills required to design, develop, and evaluate competency-based career guidance programs in whatever their work setting may be. It is appropriate for all career guidance personnel, including counselors, counselor educators, career education specialists, vocational guidance personnel, and specialists in pupil personnel services. The workshop provides a step-by-step approach to developing competency-based career guidance programs from the beginning stage of determination of needs to the final stages of implementation and evaluation. The program is presented as a single, integrated training package that can be used by career guidance personnel through self-instruction, or as a pre-or inservice workshop of approximately two days in length. Instructions for the facilitator (either the team chairperson or the workshop coordinator) are provided in the facilitator's guide at the end of the participant materials. (Author)

ED 167 876 CG 013 272
Marvin, Michael D.
School Disruption: Counselors Can Make a Difference.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Grant—400-78-0005
Note—47p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($5.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Counselor Role, Counselors, Elementary Secondary Education, Environmental Influences, *Program Design, *School Security, *School Vandalism, *Student School Relationship, Violence
Identifiers—Information Analysis Products

Assisting committed counselors to improve the learning environments in their schools by reducing disruption is the aim of this monograph. After school disruption is defined as "anything that seriously disrupts the education of the students," four general types of programs are described: (1) security systems; (2) counseling services; (3) curriculum/instructional programs; and (4) organizational modifications. Specific examples of five programs used in a variety of settings, suggestions from counselors "on the firing line," an illustration of an action plan, and a list of references including professional associations and agencies, books, journals, and ERIC documents are also provided. (Author)

ED 167 929 CG 013 363
Mitchell, Anita M.
Counselor Program Effectiveness: Gathering, Using and Reporting the Evidence.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Grant—400-78-0005
Note—64p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor MI 48109 ($5.00)
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Change, *Counseling Effectiveness, *Counseling Programs, Counselors, Data Collection, *Evaluation Methods, *Guidance Objectives, Management by Objectives, *Performance Criteria, *Program Evaluation
Identifiers—Information Analysis Products

A procedure for determining the effectiveness of counseling programs is suggested in this monograph. Since the procedure is systematic and two-pronged–process and outcome evaluation–it provides information as to the degree of program effectiveness and/or ineffectiveness. A self-correcting system, the procedure's progressive steps illuminate possible errors or ambiguities in previous steps, making it possible to modify the procedures while the evaluation is in process and thus avoid costly problems. The paper also describes evaluation problems and suggests what to do when they arise, and presents a section of recommendations for counselors, supervisors, counselor educators, program developers, and educational researchers. (Author)

ED 167 930 CG 013 364
Hart, Gordon M.
Striving for Excellence in Preservice and Inservice Training of Counselors.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Grant—400-78-0005
Note—101p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor MI 48109 ($6.00)
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Counselors, *Counselor Training, Employment Trends, *Graduate Study, *Inservice Education, Professional Education, Retraining, *Skill Development, *Staff Improvement
Identifiers—Information Analysis Products

This monograph examines the content and quality of counselor education programs and activities in both preservice and inservice training. It describes selected preservice programs and discussed the components that make them effective. It then presents various theoretical training models, with recommendations for innovative techniques that counselor educators might wish to include in their

own programs. Inservice training approaches are similarly investigated, including specific discussion of the use of on-staff personnel, outside consultants, and outside experiences. A final section offers suggestions to service deliverers for ways to coordinate their professional efforts so as to improve the quality of their services. (Author)

ED 167 938 CG 013 383
Walz, Garry R. Benjamin, Libby
A Futuristic Perspective for Counselors.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Grant—400-78-0005
Note—37p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($5.00)
Pub Type— Reports - General (140) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Change Agents, Counseling Services, *Counselor Role, Counselors, *Futures (of Society), *Guidance Objectives, Life Style, Prediction, Social Change
Identifiers—Information Analysis Products
Some generalizations drawn from the literature on futurism are set forth in this monograph. Possible social and behavioral consequences of these as they relate to the work of the counselor are projected. The document then suggests some ways counselors can help clients to create rewarding personal futures, and describes a futures studies program for counselors, outlining what its emphases and outcomes should be. The conclusion raises three questions which the authors state must be answered clearly by all counselors if the profession is to survive in the future: (1) What is the primary mission of counselors?; (2) What is excellence?; and (3) How can counselors insure self-renewal? A short bibliography is included. (Author)

ED 167 939 CG 013 384
Benjamin, Libby Walz, Garry R.
Making Change Happen: A Workshop for Developing Change Agent Skills.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Grant—400-78-0005
Note—95p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($11.00)
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavior Change, *Change Agents, Consultants, Counseling Services, *Counselor Role, Counselors, Educational Innovation, *Evaluation Methods, Informal Assessment, *Organizational Change, *Skill Development, Workshops
Identifiers—Information Analysis Products
A specific rationale to support counselors as change agents and a model counselors can use to develop change agent strategies are presented in this program guide. It is based on the idea that counselors are in an excellent position for influencing change and, at the same time, improving their own situation. This package may be used by anyone interested in directing the process of change in virtually any setting. It includes detailed instructions for workshop facilitators that accompany the text and participant materials. Designed to be presented over a three-day period, the workshop demonstrates, through the participants' experiences, a seven-step, systematic, sequential process that has been widely tested with many audiences for a number of years. These steps are: (1) establish the need; (2) build interactive relationships; (3) assess the situation; (4) generate options; (5) decide upon a goal; (6) facilitate adoption and implementation; and (7) refine and renew. (Author/LJS)

ED 167 940 CG 013 403
Walz, Garry R. Ed. Benjamin, Libby, Ed.
New Imperatives for Guidance.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Grant—400-78-0005
Note—503p.; Parts are marginally legible due to print quality
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI. 48109, $8.50
Pub Type— Collected Works - General (020) — Guides - General (050) — Information Analysis (070)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Development, *Counseling, Counseling Programs, *Counselor Role, Counselors, Educational Practice, Elementary Secondary Education, *Guidance, Guidance Programs, Higher Education, *Pupil Personnel Services, Student Personnel Services
Identifiers—Information Analysis Products
Many complex issues and imperatives face those individuals responsible for the development, maintenance and functioning of guidance, counseling, and pupil/student personnel services in today's educational institutions. The role of the counselor is critical and deals with a variety of areas such as: (1) life/career development concerns of students; (2) development and evaluation of systematic guidance programs both in urban and rural settings; (3) research in guidance; (4) elementary guidance and parent education; (5) programs for minority students; (6) career resource centers and the use of computer-assisted information delivery systems; and (7) sex-fair counseling programs and practices. (HLM)

CS

ED 141 833 CS 203 538
Dieterich, Daniel J., Comp.
Annotated Bibliography of Research in the Teaching of English: January 1, 1977 to June 30, 1977.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date—77
Note—40p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, Composition (Literary), *Educational Research, Elementary Secondary Education, *English Instruction, Higher Education, Humanities, *Language Arts, Language Research, *Literature Reviews, Speech Communication, Teacher Education, Testing
This annotated bibliography lists more than 170 items and is part of a continuing attempt to inform English teachers about recent developments in education. Entries are listed in six categories: bilingual and bidialectical studies; language and verbal learning; literature, humanities, and media; teacher education; testing and evaluation; and written and oral communication. Within each of these categories, items are listed according to subcategories: preschool and elementary, secondary, college and adult, status surveys, and reviews of literature. (KS)

ED 147 799 CS 003 853
Hall, MaryAnne
The Language Experience Approach for Teaching Reading: A Research Perspective. Second Edition.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 77
Contract—400-75-0029
Note—54p.; Reading Information Series: Where Do We Go?
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 861, $1.75 member, $2.25 nonmember)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Beginning Reading, Elementary Grades, *Language Arts, *Language Experience Approach, *Language Skills, *Literature Reviews, *Reading Instruction, Reading Programs, Reading Readiness, Reading Research, Teaching Techniques, Writing Skills
This book reviews the research literature relevant to the language experience approach to the teaching of reading, in which instruction is based upon the use of reading materials created by writing down children's spoken language. The first major section provides a narrative review of the research studies, organized, for the most part, chronologically. The results are then synthesized around specific topics: general achievement, readiness, oral language, vocabulary, word analysis, creative writing, spelling, comprehension, use with special populations, affective factors, teacher education, and language differences. Recommendations for further research and a bibliography of research studies conclude the book. (AA)

ED 149 303 CS 003 87.
Koenke, Karl Monteith, Mary K
Reading Instruction in the Content Area.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Iowa State Dept. of Public Instruction, Des Moines.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Contract—400-75-0029
Note—41p.; Document is part of Project INFORMS
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, *Content Reading, Elementary Secondary Education, Mathematics, Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Skills, Sciences, Social Studies, Study Skills, *Teaching Techniques, Vocabulary
Increased public concern about students' basic skill levels and about the need for minimum-competency tests has placed part of the responsibility for reading-skills development on content-area teachers. This annotated bibliography is a resource guide for content-area teachers who want to integrate reading-skills instruction with their subject areas. The resources discuss ways to match the reader to the text; teaching techniques for improving comprehension, vocabulary, and study skills; and specific suggestions for English, mathematics, science, and social studies instruction. A reference bibliography is included. (RL)

ED 151 796 CS 203 977
Applebee, Arthur N.
A Survey of Teaching Conditions in English, 1977.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-75-0029
Note—78p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 49502, $2.50)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Size, Composition (Literary), *Educational Trends, *English Curriculum, English Departments, *English Instruction, Questionnaires, *School Surveys, *Senior High Schools, Student Testing, *Teaching Conditions, Teaching Load
Identifiers—National Council of Teachers of English
In 1977, to determine current conditions in the teaching of English, a questionnaire was distributed from the National Council of Teachers of English (NCTE) headquarters to a selected sample of secondary schools. Four populations were chosen for study: schools that had participated in a 1968 study, schools that had consistently produced winners in NCTE's Achievement Awards in Writing competition, schools noted for making special efforts to reduce class size in English, and a random sample of schools nationally. This report presents the results obtained from 316 schools (51 percent response rate). Separate chapters describe the data regarding class size, teaching load, and the teaching

of composition; the organization of the curriculum; the English department; and testing in English. The final chapter summarizes results from the national sample and considers some of the differences in the other groups of schools. A copy of the questionnaire is included. (GW)

ED 153 205 CS 004 051
Stein, Nancy L.
How Children Understand Stories: A Developmental Analysis. Technical Report No. 69.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Contract—400-76-0116
Note—68p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cognitive Processes, *Comprehension, *Discourse Analysis, Literature Reviews, Memory, Reading Comprehension, *Reading Processes, *Reading Research, Research Needs, Story Reading, Story Telling
Identifiers—*Center for the Study of Reading (Illinois), *Story Grammar
The development of a story grammar represents an attempt to describe the higher order cognitive structures that are used to encode, represent, and retrieve information from stories such as folktales or fables. These structures, defined as a set of rewrite rules, specify the types of information that should occur in stories and the types of logical relations that should connect story components. They guide a listener or reader in determining when information, critical to the cohesiveness of a story, has been omitted from a text or when the logical organization of a story has been deviated from the expected sequence of events. Predictions about story memory have been derived from story grammars and tested in several different studies on story memory. The results of these studies have shown the validity of using a story grammar approach to comprehension. Some of the results, however cannot readily be explained by the rules included in current grammars. (These contradictions and developments necessary for a more comprehensive view of understanding are discussed in the conclusion of the paper.) (Author/AA)

ED 153 275 CS 502 047
Larson, Carl And Others
Assessing Functional Communication.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Contract—400-75-0029
Note—154p.
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($4.50 member, $5.00 non-member)
Pub Type—Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Communication (Thought Transfer), Emotional Response, *Intercommunication, *Interpersonal Competence, Language Development, *Listening Skills, Logical Thinking, *Measurement Instruments, Nonverbal Communication
Identifiers—*Functional Communication, Information Analysis Products
The term "functional communication" refers to the skills and knowledge possessed by an individual, from which that individual's competence or effectiveness may be inferred. Part one of this two-part book identifies and describes conceptual and methodological issues involved in evaluating, or empirically describing, the major components of interpersonal interaction related to functional communication. Part two contains brief reviews of 90 instruments, observation and category systems, and general assessment procedures designed to generate information on some aspect of an individual's functional communication. The book includes a brief commentary on apprehension and anxiety because of their importance as explanatory variables connected with low levels of functional communication competence. (MAI)

ED 154 339 CS 004 058
Harper, Robert J., II, Ed. Kilarr, Gary, Ed.
Reading and the Law.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 78
Contract—400-75-0029
Note—152p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 854, $3.50 member, $5.00 non-member)
Pub Type—Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Academic Standards, *Educational Accountability, *Educational Legislation, *Educational Policy, Elementary Secondary Education, Legislation, *Reading Instruction, *Reading Processes, *State Legislation
The seven articles in this book examine the complex issues raised by new laws that affect reading instruction. The following topics are discussed: the origins of judicial activism in education; the decline in support for public education and in esteem for educators; reflected by the shift in responsibility for educational policy making; the concept of a provider/consumer relationship in the teaching of reading; major issues involved in establishing reading as a graduation requirement; the usefulness and validity of three classes of reading definitions in establishing accountability; the need for state legislation requiring school districts to acquire, consider, and where appropriate, implement research findings concerning promising instructional strategies; and the lack of a common understanding and agreement about the nature of reading. The book includes an extensive compendium of recent state education codes and laws affecting reading instruction, which provide examples of the ways state legislatures are addressing the question of reading and language arts requirements through legislation. (GW)

ED 155 758 CS 502 143
Henderson, Bill
ERIC First Analysis: 1978-79 National High School Debate Resolutions (What Should Be the Energy Policy of the United States?)
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 78
Contract—400-75-0029
Note—79p.; Tables may be marginally legible due to small type
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.50)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Debate, *Energy Conservation, *Federal Regulation, *Guidelines, *Persuasive Discourse, Political Issues, Public Speaking, *Research Tools, Secondary Education, Speech Communication
Identifiers—Information Analysis Product, *National High School Debate Resolutions (1978 79)
Intended for use by high school debaters and their teachers, this book provides guidelines for research on the debate topic for the 1978-1979 school year: "What should be the energy policy of the United States?" The first section is designed to broaden the student's comprehension of the debating process by focusing on the meaning of the energy problem, stressing the importance of being problematical, and defining the terms involved in three resolutions generated on the debate topic. Over half of the book discusses the energy problem in the world today and presents 14 tables of information on the subject such as: United States gross energy input by source, the framework of the energy department, the world production of crude petroleum, United States fuel production and consumption, and nuclear and solar power. A selected bibliography of pertinent books, periodicals, law journals, and government documents is appended. (MAI)

ED 157 008 CS 004 206
Lunstrum, John P. Taylor, Bob L.
Teaching Reading in the Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-75-0029
Note—96p.
Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 ($2.50 non-member, $3.50 member); Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order No. 198, $3.25)
Pub Type—Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Content Reading, Educational Resources, *Learning Activities, Readability, Reading Ability, Reading Comprehension, Reading Difficulty, *Reading Instruction, Reading Materials, *Reading Research, *Social Studies, Student Motivation, *Teaching Techniques
Identifiers—Information Analysis Product
Approaches to improving students' skills in reading social studies materials are presented in this book. The first chapter discusses reading problems and orientations to reading in the social studies. The remaining three chapters deal with three problem areas: making a suitable match between pupil reading abilities and instructional materials, providing motivation to read in social studies classes, and improving comprehension in the reading of social studies material. Within each problem area, selected strategies, procedures, and resources suitable to different grade levels are identified and described, and where appropriate, detailed activities are suggested. The appendixes review relevant research, describe methods for assessing readability of a text, discuss the use of personal classroom journals in the social studies, present an example of a discovery episode that may be used in social studies instruction, and show how to apply Hugh Rank's "doublespeak" schema to the social studies. An annotated bibliography of related items is included. (GW)

ED 157 112 CS 502 163
Book, Cassandra L. And Others
Contract Grading in Speech Communication Courses.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Contract—400-75-0029
Note—48p.; Theory & Research Into Practice Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.60 member, $1.75 non-member)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Theories, *Grading, Higher Education, Performance, *Performance Contracts, Secondary Education, *Self Evaluation, *Speech Communication, Speech Curriculum, *Teaching Techniques
Identifiers—Information Analysis Products
This document presents contract grading as a system of evaluation for speech communication courses at the high school or college level. Contract grading can provide the means to reduce the element of threat that impedes effective interpersonal communication between teacher and student. Contract grading is a business like arrangement whereby the instructor defines the performance for each grade to be earned and the student identifies the grade to which he or she will work. Together they sign a contract which commits the instructor to award the grade if the student performs at the specified level. This system of grading is a means to the goal of achieving a classroom climate conducive to supportive interaction and is based on the premise that instruction will be systematically designed and executed. In this document, the first section is theoretical and deals with the advantages and disadvantages of the system. The second, practical section contains several model contracts which may be used at the secondary and college levels. (DF)

ED 157 137 CS 502 193
Fletcher, James E. Surlin, Stuart H.
Mass Communication Instruction in the Secondary School.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Contract—400-75-0029
Note—153p.
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($5.00 member, $5.50 non-member)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Cocurricular Activities, Communication (Thought Transfer), *Communications, *Curriculum Development, Educational Needs, *Educational Research, *High School Curriculum, *Mass Media, National Surveys, News Media, Personnel Selection, Secondary Education, *Speech Communication, Vocational Education
Identifiers—Information Analysis Products
The steady increase of mass communication instruction in secondary schools has resulted from the demands by educators and the public for programs to help students cope with the impact and potential of mass media. This book describes the status and potential of mass communication instruction in secondary schools. Following an introductory chapter on understanding mass communication, the second chapter reports the results of a study in which 50 state officers of education were polled regarding the status of such instruction in their schools. Chapter three deals with the relationship between mass communication and personal development. In chapter four, the assessment of value-laden mass communication is discussed, and chapter five addresses the institutional approach to the study of mass media, the organization of media as indicators of priorities. Chapter six is devoted to the vocational approach to the teaching of the subject, aiming at preparing students for a career. The use of co-curricular activities to provide additional training and experience for the interested student is the topic of chapter seven. Chapter eight addresses the administrative problems of developing and maintaining a program, especially costs and staffing. Appendixes include the survey questionnaire and data and a list of competencies for prospective staff in mass communication. (DF)

ED 157 138 CS 502 194
Covert, Anita Thomas, Gordon L.
Communication Games and Simulations.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Contract—400-75-0029
Note—46p.; Theory & Research Into Practice Series
Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($1.40 member, $1.75 non-member)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Games, Educational Games, *Educational Theories, Higher Education, Junior Colleges, *Learning Activities, Senior High Schools, *Simulation, *Speech Communication, *Teaching Techniques
Identifiers—Information Analysis Products
Games and simulations can be thought of as experiential learning activities for classroom use. Games are activities in which people agree to abide by a set of conditions in order to attain a desired state or end, and simulations are activities that model reality. In this publication, it is suggested that five dimensions be considered in categorizing a game or simulation: degree of action, degree of resemblance to real life, degree of intellectual content, degree of affective content, and degree to which the participant is required to take part in the exercise. Theoretical considerations include the following: the purpose of using games and simulations; disadvantages and cautions in the use of these activities; criteria for selecting an exercise; the process of implementing an activity, including connecting the experience to students' lives and evaluating performance; and creating and modifying original games or simulations. In the practice section, a number of games and simulations are described that relate to theories and concepts in the field of speech communication; all were created by high school and college teachers and students. Each activity includes objectives, directions, and a discussion guide. (DF)

ED 161 038 CS 204 406
Day, Robert, Ed. Weaver, Gail Colvin, Ed.
Creative Writing in the Classroom: An Annotated Bibliography of Selected Resources (K-12).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-75-0029
Note—122p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 09284, $4.75 member, $5.50 non-member)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Annotated Bibliographies, *Composition (Literary), *Creative Writing, Drama, Elementary Secondary Education, Fiction, Poetry, *Resource Materials, *Teaching Techniques, *Theories
Identifiers—Information Analysis Products
This bibliography annotates over 700 books and articles published from 1950 to 1976 that discuss the teaching of creative writing in the elementary and secondary classroom. It is intended to enable teachers to locate a variety of materials to aid in planning teaching approaches and techniques and to help teachers and students pursuing studies on the teaching of creative writing to learn about relevant research studies and teaching trends. The entries are divided into four categories: theory (the value of creative writing, teacher- and classroom-related factors, and research findings); practice (teaching the writing process, teaching poetry writing, teaching fiction and drama writing, and materials for student use); results (responding to student work and publishing student work); and special resources (anthologies of student work, magazines that publish student work, writing contests, and other resources). The bibliography is indexed both by author or editor and by subject. (TJ)

EA

ED 147 920 EA 010 063
Leadership: Improving Its Effectiveness. Research Action Brief Number 1.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decision Making, *Educational Research, Elementary Secondary Education, Governance, *Leadership, *Leadership Styles, *Literature Reviews, *Principals
This brief summarizes the major findings of significant research studies dealing with different leadership behaviors and strategies for increasing leadership effectiveness. Fred Fiedler's Contingency Theory of Leadership Effectiveness emphasizes that a leader's effectiveness is determined by how well his leadership style fits the specific situation. Fiedler uses this theory to analyze the impact of training and experience on leadership effectiveness. Daniel Kunz and Wayne Hoy focus on the leadership behaviors of "initiating structure" and "consideration" and examine which behavior is more influential on teachers. Donald Piper compares the quality of problem-solving decisions made by individuals with the decisions made by groups and concludes that groups did consistently better than individuals. By comparing group members' reactions to three types of participative decision making, Carl Lovell demonstrates that the success of participative decision making depends on the method of governance used. The implications of these studies are that principals can do any of several things to increase their effectiveness as leaders, but insofar as leadership needs vary with different situations, there are no absolute guidelines for effective leadership. (Author/JG)

ED 147 921 EA 010 081
Classroom Discipline. The Best of ERIC Number 33.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Annotated Bibliographies, *Class Management, *Classroom Environment, Classroom Techniques, *Discipline, Discipline Policy, Discipline Problems, Elementary Secondary Education, Misbehavior, Principals, Punishment, *Students, Student School Relationship, Student Teacher Relationship
The 12 journal articles and documents annotated in this bibliography cover different aspects of classroom discipline and management. The sources cover topics such as the use of behavioral extinction and contingency management in classroom discipline, the student teacher relationship, discipline in big city schools, faculty training to improve student discipline, the principal's role in pupil control, and classroom discipline without punishment. All 12 articles and documents are indexed in the ERIC system. (DS)

ED 149 416 EA 010 160
Leadership Effectiveness. The Best of ERIC, Number 34.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Personnel, *Annotated Bibliographies, Efficiency, Elementary Secondary Education, *Leadership, Leadership Qualities, Leadership Responsibility, *Leadership Styles, *Literature Reviews, Organizational Effectiveness, Principals, Teacher Administrator Relationship
Eleven annotations based on recent entries in the ERIC system concern school administrators' leadership role. Research studies cited deal with principals' role in curriculum development and instructional improvement, types of behavior related to leadership effectiveness, and evaluations of principals by experienced teachers. Also included are theories of leadership style, practical suggestions for school administrators, a general survey of what is known about leadership, and ways the professional role of school principals is changing in contemporary education. (MLF)

ED 150 673 EA 010 197
School Climate. Research Action Brief Number 4.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Educational Environment, *Educational Research, Elementary Secondary Education, Leadership, *Literature Reviews, *Morale, *Organizational Climate, School Administration, School Environment, Teacher Attitudes

Even though educators and researchers agree that school climate is important, questions exist in two major areas. First, what actually constitutes school climate, and, second, can research indicate in concrete, useful terms what impact school climate has on morale and productivity and, conversely, what effects leader behavior and other organizational factors have on school climate? The author describes Halpin and Croft's seminal research on organizational climate and the development of their Organizational Climate Description Questionnaire (OCDQ) and then reviews two other studies attempting to use the OCDQ as a measure of different aspects of school climate. The results were inconclusive, indicating that researchers have yet to develop a prescriptive measure of school climate. The author also reviews sample pragmatic, administrator-generated approaches to climate improvement, pointing out that these approaches also fail to do anything but describe climate. (Author)

ED 150 674 EA 010 239
Parent Evaluation of Schools. The Best of ERIC Number 35.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Contract—NIE-400 78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Annotated Bibliographies, Educational Quality, Elementary Secondary Education, *Evaluation, Evaluation Methods, *Literature Reviews, *Parental Grievances, Parent Attitudes, Parent Participation, *Parent School Relationship, Parent Teacher Conferences, Student Testing

Annotations from 11 documents and journals in the ERIC system deal with ways for parents to evaluate schools and how parental evaluation can be utilized to improve school quality and parent-school relations. (MLF)

ED 151 894 EA 010 229
Hale, Norman
Problem-Solving Techniques for Administrators. ACSA School Management Digest, Series 1, Number 11. ERIC/CEM Research Analysis Series, Number 38.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-78-0007
Note—39p.
Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75 for ACSA members; $2.75 for non-members)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Personnel, Administrative Problems, Decision Making, *Decision Making Skills, Educational Administration, Educational Problems, Elementary Secondary Education, *Force Field Analysis, Group Dynamics, *Methods, *Problem Solving
Identifiers—*Delphi Technique, *Nominal Group Process

The problem-solving models described in this paper were selected because they offer nontechnological alternatives to solving school district problems, because they solicit and respect the opinions of involved workers and clients, and because each model has several variant forms that can be applied to many different kinds of problems. The three techniques described are force field analysis, which enables administrators to visualize and analyze the elements of a problem, the nominal group technique, which provides a means of polling constituent preferences, and the Delphi forecasting method, which makes the creation of consensus possible. Five examples of the application of the Delphi method are presented. (Author)

ED 151 895 EA 010 344
Public Relations Programs. The Best of ERIC, Number 36.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Personnel, *Annotated Bibliographies, *Communication (Thought Transfer), *Communication Problems, Community Support, Elementary Secondary Education, Information Dissemination, Information Needs, *Public Relations, School Administration, *School Community Relationship

This bibliography contains annotations of 11 documents and journal articles covering various aspects of school public relations, including how to start a PR program, how to improve information dissemination and information gathering, the PR aspects of school violence, the role of the school business manager in PR, school publications, the PR aspects of school budget elections, and how to handle the PR problems presented by a teachers' strike. These materials are all listed in the ERIC indexes. (Author)

ED 153 302 EA 010 427
The Basics Controversy. The Best of ERIC, Number 37.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Annotated Bibliographies, *Basic Skills, *Educational Alternatives, Educational Innovation, Educational Needs, *Educational Trends, Elementary Secondary Education, *Foundations of Education, *Traditional Schools
Identifiers—*Back to Basics

The 10 journal articles and documents annotated in this bibliography cover various aspects of the controversy provoked by the emergence of the back-to-basics movement. Several attempt to define the movement and to place it in political and educational context. One paper reports statistics on its growth. Several sources delineate the movement's scope and forecast its future. Others attempt to define what skills are truly basic, and one offers advice to school boards contemplating back-to-basics programs for their districts. All these sources are indexed in ERIC. (Author)

ED 154 471 EA 010 383
Thompson, Sydney
Class Size. ACSA School Management Digest, Series 1, No. 12. ERIC/CEM Research Analysis Series, Number 39.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-78-0007
Note—45p.
Available from—Association of California School Administrators; P.O. Box 39186, Rincon Annex, San Francisco, California 94130 ($1.75 for ACSA members; $2.75 nonmembers)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Class Size, Collective Bargaining, Declining Enrollment, Educational Policy, Educational Research, *Effective Teaching, Elementary Secondary Education, *Literature Reviews, Research Reviews (Publications), Small Classes, Student Teacher Ratio

While the desirability of small classes seems an article of faith among educators, a review of the research indicates that class size in itself has rarely shown a substantial effect on educational achievement. The research itself has been flawed by the impossibility of determining or measuring all the variables that changes in class size can affect. It may also be true that the positive effects attributed to smaller classes are not translatable into testable outcomes. In the end, educational goals, instructional strategies, and related contextual matters may be most important in determining optimum class size. Smaller classes require greater staffing, which could help satisfy teacher associations in a time of declining enrollment, but they also raise costs. A weighting system that favors students needing extra attention may be one way of making class size policies flexible. (Author/PGD)

ED 155 775 EA 010 525
Managerial Control: A Middle Way. Research Action Brief Number 2.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Individual Power, Job Satisfaction, *Leadership Styles, Literature Reviews, *Power Structure, *Principals, *Teacher Administrator Relationship, Teachers
Identifiers—Information Analysis Products

Hierarchical and decentralized organizational systems are both based on the assumption that power exists in a limited quantity to be divided up among those in the organization. Recent research indicates, to the contrary, that when managers allow their subordinates greater influence in the organization, not only does the job satisfaction and morale of the subordinates increase, but the subordinates are more responsive to the managers' wishes and requests. The manager thus gains control by giving control away. Tests of these theories in the public schools have demonstrated their application to principals and teachers. In addition, the satisfaction of teachers with their principals has been shown to relate directly to the principals' managerial style. (Author/PGD)

ED 159 787 EA 010 891
Communications Skills. The Best of ERIC, Number 39.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Personnel, Annotated Bibliographies, Communication Problems, *Communication Skills, Elementary Secondary Education, *Human Relations, Organizational Communication, Principals, Teacher Administrator Relationship, Verbal Communication

The twelve items in this annotated bibliography are entries in the ERIC system concerning communication between principals and teachers, principals and students, and managers and subordinates. Research studies cited center on organizational communications and decision-making processes and structures, the importance of proper leave-taking techniques, factors that influence the quality of

communications, and the effect of verbal behavior on school climate. Other articles included emphasize improving a manager's face-to-face skills, increasing the number and quality of personal contacts with students and faculty, breaking down communications blockages, examining sources of communications error, and satisfying subordinates' "higher needs" for involvement. (JM)

ED 161 112 EA 010 368
Hale, Norman
The Management Team. ERIC/CEM Research Analysis Series, Number 43.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-78-0007
Note—40p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Miscellaneous (999)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication (Thought Transfer), Decision Making, Elementary Secondary Education, Models, Principals, School Superintendents, *Team Administration
Identifiers—California (San Leandro), California (Whittier), Massachusetts (Attleboro)
The success of the management team is determined by how well planners can create self-renewing efficient management teams through which communication can easily flow. Much too depends on the leadership abilities of superintendents. Management teams are purported to increase administrator satisfaction because of increased opportunity for decision-making. The management team is an organized deliberative body that includes the superintendent, superintendent's assistants, principals, and curriculum advisors. The team may take many different forms, but minimal requirements are legally constituted power and representatives from all the district's important systems. The most controversial problem surrounding the management team is whether to include principals. Some see the team as a means of forestalling principal unionization while others believe that teams and principal unionization are not incompatible. The team must define as clearly as possible its relation to the superintendent. The two most pressing problems with the management team are that its joint problem-solving may be time-consuming and that its communication may become fragmented. Good examples of the management team are found in Attleboro (Massachusetts), San Leandro (California), and Whittier (California). (Author/JM)

ED 161 158 EA 010 981
Teacher Evaluation. The Best of ERIC, Number 40.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Effective Teaching, Elementary Secondary Education, Observation, Surveys, Teacher Administrator Relationship, *Teacher Evaluation
The ten items in this annotated bibliography are articles and documents in the ERIC system concerning evaluation of teachers. Research surveys cited focus on the present state of teacher evaluation, the use of observation reports, how often teachers desire to be evaluated, and principals' ideas of teacher effectiveness. Other topics covered are teacher self-observation systems, colleague evaluation, setting mutually agreed on goals, evaluation of beginning teachers, evaluation procedures in teacher contracts, and evaluation instruments. (Author/JM)

ED 162 388 EA 010 829
Schofield, Dee
Community Schools. ACSA School Management Digest, Series 1, Number 15. ERIC/CEM Research Analysis Series, Number 42.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-78-0007
Note—48p.
Available from—Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($2.75 nonmembers; $1.75 ACSA members)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Control, *Community Education, Community Involvement, Community Resources, Community School Directors, *Community Schools, Educational Finance, Educational History, Elementary Secondary Education, Facility Guidelines, Facility Requirements, *Literature Reviews, *School Community Relationship, Shared Facilities, *Shared Services, *State of the Art Reviews
Utilizing material in the ERIC network, this paper briefly investigates the theory, history, and current state of community schools. Planning guidelines for alternative uses of school facilities are discussed and some examples are given of effective shared facilities. Financial requirements for starting a community school and possible sources of financial support are discussed. Administration and staffing arrangements that differ from those of traditional schools are outlined. The final topic concerns the curriculum needs of community schools. (Author/MLF)

ED 162 396 EA 010 890
Dealing with the Drug Problem. The Best of ERIC, Number 38.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Annotated Bibliographies, Drug Abuse, *Drug Education, Elementary Secondary Education
Annotations of twelve documents introduce educators to representative literature in the field of drug education in the 1970s. The documents selected include descriptions of established drug education programs, recommended characteristics of drug education programs, alternative drug education techniques, a longitudinal survey of drug use in a Georgia high school, and discussions of drug education program evaluation. The documents included are listed in Resources in Education (RIE) and the Current Index to Journals in Education (CIJE). (PGD)

ED 162 407 EA 010 973
Managing Conflict. Research Action Brief Number 3.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Oct 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conflict, *Conflict Resolution, *Educational Research, Elementary Secondary Education, Intergroup Relations, Interpersonal Relationship, *Literature Reviews, Organization, Principals
This report summarizes research findings concerning three types of conflict common in schools: structural conflict, group conflict, and cognitive conflict. Structural conflict arises out of the organizational structure. Corwin found that as schools become more complex, authority problems and teacher administrator conflicts rise. He also found that structures that allow the expression of minor conflicts minimize major conflicts. Group conflict arises from the friction and competition among groups. Blake and Mouton found that loyalty to a group distorts perceptions of another group's point of view. Sherif contended that intergroup conflict can be minimized by introducing goals that only can be attained by the cooperation of all groups. Cognitive conflict is conflict resulting from cognitive differences or differences in the way people interpret or use information. Brehmer contended that simple nonrational cognitive differences can sometimes develop into full-scale conflict. Hammond and others found that reducing cross-cultural conflict is difficult because of differences in past experience, psychology, or social background. These studies suggest that principals might reduce conflict by tolerating expression of minor conflict, minimizing the number of administrative subunits, embracing goals desired by all groups but not attainable by a single group, and identifying cognitive differences that may cause conflicts. (Author/JM)

ED 163 560 EA 010 400
Mazzarella, Jo Ann
Alternative Schools. ACSA School Management Digest, Series 1, Number 13. ERIC/CEM Research Analysis Series, Number 40.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-78-0007
Note—49p.
Available from—Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($2.75 nonmembers; $1.75 for ACSA members)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alternative Schools, Educational Administration, Educational Alternatives, Elementary Secondary Education, House Plan, Individualized Curriculum, *Literature Reviews, Open Education, *Program Descriptions
Identifiers—Basic Schools, Free Schools, Magnet Schools, Minischools, Schools Without Walls
An alternative schools "explosion" is currently producing a large number of diverse educational choices for parents and students. Alternative schools, or those schools that offer all students a distinctive choice of educational programs, can be classified by philosophy, curriculum, or governance. This report defines, explains, and classifies free schools, open schools, basic schools, magnet schools, schools without walls, minischools, and schools within a school. Combining information from educational literature with material from personal interviews, it describes functioning examples of each type of school. One chapter focuses on districts offering a large spectrum of alternatives and suggests reasons for the successes and failures of these programs. A concluding chapter offers a selection of helpful ideas gleaned from the literature and from interviews on successful implementation of an alternative school program. The conclusion is that alternative school programs hold promise for those who believe that different students learn best in different ways. (Author/JM)

ED 163 561 EA 010 665
Mazzarella, Jo Ann
Improving Self-Image of Students. ACSA School Management Digest, Series 1, Number 14. ERIC/CEM Research Analysis Series, Number 41.
Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-78-0007
Note—47p.
Available from—Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($2.75 nonmem-

bers; $1.75 for ACSA members)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Bilingual Students, Delinquency Prevention, Delinquents, Disadvantaged Youth, Educational Research, Elementary Secondary Education, *Literature Reviews, *Personal Growth, Potential Dropouts, *Program Descriptions, Self Actualization, *Self Concept, Self Concept Tests, *Students, Teacher Attitudes

Research over the last ten years provides overwhelming evidence that the most successful students have strong positive self-concepts. This booklet reviews literature on self-concept and describes many programs designed to improve student self-esteem. The paper begins by noting that although no one understands the order of the cause and effect relationship, there is a strong correlation between self-concept and achievement. Then ways to improve self-concept are discussed, with a warning that techniques for messuring self-concept have problems. Methods for improving self-concept include classroom techniques, counseling and discussion groups, and teacher inservice programs. One chapter is devoted to programs for dropouts, delinquents, and the disadvantaged. A final chapter documents the effects of teacher attitudes and beliefs and suggests ways to improve teacher self-concept. The overall conclusion is that one reason for the success of self-concept improvement programs may be that positive teacher attitudes about student abilities have strong effects on student self-concept and student academic achievement. (JM)

ED 163 663 EA 011 163
Educational Vouchers. The Best of ERIC, Number 41.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 78
Contract—400-78-0007
Note—5p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Annotated Bibliographies, *Educational Alternatives, *Education Vouchers, Elementary Secondary Education, Equal Education, Parent Participation, Program Descriptions
Identifiers—Alum Rock (California), Houston (Texas), Magnet Schools

This annotated bibliography highlights eleven publications on educational vouchers. Issues discussed include several voucher systems, the value of increased parental decision-making, and non-voucher systems of educational options. The authors included in the bibliography also discuss how vouchers may promote freedom of choice but reduce equality of education, effects of a voucher system on racial segregation, and the participation of sectarian schools in voucher programs. Several entries focus on the history and structure of the Alum Rock (California) voucher project and attempt to evaluate it. Houston's magnet school program is also highlighted. All items are entries in the ERIC system. (JM)

EC

ED 155 831 EC 110 440
Kroth, Roger L. Scholl, Geraldine T.
Getting Schools Involved with Parents.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—75p.
Available from—The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($5.00)
Pub Type—Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Delivery Systems, Educational Programs, Elementary Secondary Education, *Exceptional Child Education, *Exceptional Persons, Federal Legislation, *Handicapped Children, Parent Education, *Parent Participation, *Parent School Relationship

To provide practical assistance in involving parents of exceptional students in their child's education, examples of successful school programs of parental involvement are presented, along with vignettes illustrating various aspects of parental involvement. In the section on the merits of parent participation are discussed political activities, Public Laws 93-380 and 94-142, decisionmaking, school-community relations, problem solution, and a comprehensive service delivery system. Parental needs, attitudes, and values are presented along with a discussion of the hard-to-reach parent. In the section on outcomes and objectives are discussed program planning and commitment to parental involvement. Components of parent education programs covered include program design and management, lesson plan development, principal power, parent advisory groups, and parent volunteer programs. Appended are a Parent Involvement Assessment Scale, a list of organizations and agencies concerned with exceptional persons, and lists of references and selected readings. (DLS)

ED 157 255 EC 111 266
Lovitt, Thomas C.
Managing Inappropriate Behaviors in the Classroom.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—54p.
Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($4.00, Publication No. 178)
Pub Type—Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavior Change, *Behavior Problems, *Class Management, Contingency Management, Elementary Secondary Education, Emotionally Disturbed, Teaching Guides, Teaching Methods

The booklet provides information on a number of strategies for teachers to use in managing disruptive behaviors in the classroom. In the first section several approaches (such as token economies) are discussed that pertain to the general, comprehensive management of classes. Included in Section II are several strategies (including taking away something to attenuate behavior) that may be used with individuals who display inappropriate behaviors. A final section contains information on three approaches to group management: individual consequences contingent on individuals, group consequence contingent on individuals, and group consequence contingent on the group. A final section offers six considerations (such as defining principles by function and reviewing a variety of techniques) in the management of disruptive behaviors. (SBH)

ED 157 256 EC 111 267
Karnes, Merle B. Lee, Richard C.
Early Childhood. What Research and Experience Say to the Teacher of Exceptional Children.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—119p.
Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($5.00, Publication No. 176)
Pub Type—Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Demonstration Programs, Early Childhood Education, Educational Diagnosis, Generalization, *Handicapped Children, Identification, Individualized Instruction, Individualized Programs, Language Development, Mainstreaming, Paraprofessional Personnel, Parent Role, Preschool Education, *Program Design, *Program Development, Research Reviews (Publications), Self Concept, Student Evaluation, Teacher Role, Teaching Methods

Intended for preschool teachers, the monograph identifies components of an exemplary program for preschool handicapped children. The first chapter on identification reviews the steps involved in location, screening, and diagnosis. Chapter 2 considers the research literature on the role played by parents and the family in the child's intellectual and academic development and the effectiveness of parent intervention. Mainstreaming—the process of including and maintaining handicapped students in regular classrooms—is the subject of Chapter 3. The effect of teacher behavior on the child's growth is examined in Chapter 4. Chapter 5 focuses on the promotion of a healthy and realistic self concept. Ongoing assessment, the subject of Chapter 6, is defined as the systematic and objective observation and analysis of a child's skills and deficits to determine a starting point for programing and to evaluate the effectiveness of current instruction. Practical procedures for individualizing instruction are offered in Chapter 7. Suggestions for developing language programs are included in Chapter 8; and the use of paraprofessionals in the classroom is discussed in Chapter 9. In a final chapter, the component of transfer of training (generalization) is explored. (SBH)

ED 159 849 EC 112 178
Callahan, Carolyn M.
Developing Creativity in the Gifted and Talented.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—90p.
Available from—Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($4.50, Publication No. 177)
Pub Type—Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Creative Development, *Creative Thinking, *Evaluation Methods, *Gifted, Research Utilization, *Talented Students, *Teaching Methods

Intended to provide teachers with information about research in creativity, the book reviews practical considerations involved in the education of gifted and talented children. The first section analyzes difficulties and issues in defining creativity, including a review of models of creative thinking. The second chapter briefly reviews standardized instruments for evaluating creativity, while the third, the major focus of the book discusses approaches to stimulating and developing the creative thinking process. In addition to a review of general approaches, such as word association training and brainstorming, nine teacher guides are presented on such activities as personal analogy and divergent production of symbolic relations. Five programs and curricula designed to develop creativity, including the Productive Thinking Program and the Purdue Creative Thinking Program, are considered. The fourth and fifth chapters provide information on evaluating the effectiveness of the teaching approaches. (CL)

FL

ED 153 503 FL 009 461
Behrens, Sophia, Comp.
Directory of Foreign Language Service Organizations. Language in Education: Theory and Practice, No. 1.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 78
Note—57p.
Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($3.95)
Pub Type—Reference Materials - Directories/-Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cultural Education, *Directories, Information Centers, Information Services, *Language Instruction, Languages, National Organizations, *Professional Associations, Publications, Publishing Industry, Questionnaires, Reference Materials, *Resource Centers, *Resource Guides, *Teacher Associations
Identifiers—Information Analysis Products

This directory is intended to provide foreign language educators with a convenient reference guide containing information on the availability of resources and services that can help them enrich classroom instruction. It is meant to be useful as well to

all persons who are concerned with the study or advancement of foreign languages and cultures. The information for this directory was collected by means of a questionnaire sent to more than 130 organizations related in some way to foreign languages and to 120 publishers of foreign language materials. The directory is divided into three sections: (1) Foreign Language Service Organizations; (2) Language Index; and (3) Publishers and Distributors of Foreign Language Materials. Organization information includes executive officer; date founded; source of funding; number of members; qualifications, benefits and costs of membership; number and composition of staff; purpose; subject area; grade level; services, including resource centers and libraries; geographic area served; publications; and current projects. (Author/AM)

ED 153 504 FL 009 462

Wolfram, Walt

The Linguist in Speech Pathology. Language in Education: Theory and Practice, No. 2.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—19p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Sciences, *Interdisciplinary Approach, Language Development, Language Handicaps, Language Variation, *Linguistics, Linguistic Theory, *Neurolinguistics, Phonetics, Phonology, *Psycholinguistics, *Scientific Attitudes, Scientific Concepts, Sociolinguistics, Speech Handicaps, *Speech Pathology

Identifiers—Information Analysis Products

Speech pathology and linguistics have, as sciences, experienced a parallel development over the past fifty years. Although these disciplines have traditionally been separated, they have common areas of concern, and there are indications of a growing interest on the part of speech pathologists in such linguistic subfields as sociolinguistics, psycholinguistics, and neurolinguistics. Speech and hearing publications are paying attention to theoretical and methodological linguistic models, and descriptions of communication disorders are using linguistic paradigms as a basis. Given the interest of speech pathology in linguistics, there is both an obligation and an opportunity for linguists to define new roles for themselves within speech pathology. This requires the identification of common areas and methods by which the linguist can adapt linguistic concerns so that they are meaningful to the speech pathologist. Areas of common interest include communication disorders, phonetics, language acquisition, and language variation. Linguists may have to expand their data base to include the particular interests of speech pathology; they may need background information in areas not traditionally stressed in linguistics; and they must understand the goals of speech pathology as a professional field. (AM)

ED 153 505 FL 009 463

Cooper, Stephen, Comp.

Graduate Theses and Dissertations in English as a Second Language: 1976-77. Language in Education: Theory and Practice, No. 3.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—34p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Applied Linguistics, *Bibliographies, Bilingualism, Contrastive Linguistics, Cultural Education, Curriculum, *Doctoral Theses, *English (Second Language), *Graduate Study, Grammar, Higher Education, Instructional Materials, *Language Instruction, Language Research, Language Tests, *Masters Theses, Phonology, Psycholinguistics, Reading, Second Language Learning, Sociolinguistics, Teaching Methods, Vocabulary, Writing Skills

Identifiers—Information Analysis Products

This is the second annual listing of graduate theses and dissertations in English as a second language (ESL). The studies cited here were completed during the academic year 1976-77. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairmen from among more than 50 institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 116 entries provide writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under the following headings: (1) Adult Education; (2) Applied Linguistics; (3) Bilingualism; (4) Contrastive Studies; (5) Culture; (6) Curriculum; (7) Grammar; (8) Materials; (9) Methods; (10) Phonology; (11) Profession; (12) Psycholinguistics; (13) Reading; (14) Research; (15) Second Dialect; (16) Second Language Learning; (17) Sociolinguistics; (18) Testing; (19) Vocabulary-Usage; and (20) Writing. (Author/AM)

ED 153 506 FL 009 464

Valdes-Fallis, Guadalupe

Code Switching and the Classroom Teacher. Language in Education: Theory and Practice, No. 4.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—31p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, *Bilingual Students, Bilingual Teachers, *Code Switching (Language), English (Second Language), Interference (Language Learning), Language Attitudes, *Language Role, *Language Styles, Language Usage, Language Variation, Second Languages, Sociolinguistics, Spanish, *Spanish Speaking, *Teacher Attitudes

Identifiers—Information Analysis Products

The purpose of this paper is to provide classroom teachers with background information about code switching and its role and function within a bilingual community. The many facets of code switching and its varying characteristics are described in some detail, as well as code switching in the classroom and the importance of the teacher's attitude toward this linguistic process. Code switching has been found to be neither random nor meaningless, nor does it necessarily reflect language weakness. Rather, code switching is a device that conveys social information (concerning, for example, role relationships) or that is used as a stylistic process (e.g., to add color or emphasis to an utterance). Code switching also seems to be rule-governed, with mastery of the structure of both languages a prerequisite. Code switching will not usually take place in the monolingual English classroom. In the bilingual Spanish-/English classroom, it has been found that (1) code switching takes place primarily during Spanish instruction; (2) students seem to follow a teacher's switching pattern; and (3) Spanish is used essentially to teach the lesson, while English is used for classroom control. The implications for bilingual education are varied and complex. Policies concerning language use in bilingual schools must reflect the goals of the bilingual program. Until such goals are established, teachers should accept code switching as universal and creative verbal behavior among bilinguals. (AM)

ED 154 620 FL 009 465

Davidson, David M.

Current Approaches to the Teaching of Grammar in ESL. Language in Education: Theory and Practice, No. 5.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date—May 78

Note—27p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audiolingual Methods, Audiovisual Aids, *Communicative Competence (Languages), *English (Second Language), Error Analysis (Language), *Grammar, Instructional Innovation, *Language Instruction, Language Skills, Listening Comprehension, Pattern Drills (Language), Second Language Learning, *Teaching Methods

Identifiers—*Cognitive Approach, Community Language Learning, Information Analysis Products, Rapid Acquisition, Silent Way, Suggestopedia, Total Physical Approach, X Word Grammar

This article explains, with specific examples, some of the newer audiolingual and cognitive approaches to the teaching of English as a second language (ESL). It is suggested that several of these methods can be integrated into an eclectic approach. Situational Reinforcement and the Audiovisual-Structural-Global Method are among the audiolingual methods discussed, as are various types of drills and real-life situations. A number of cognitive approaches to ESL instruction are described: the Silent Way (Gattegno), Community Language Learning (Curran), Suggestopedia (Lozanov), Rapid Acquisition (Winitz and Reeds), Total Physical Response (Asher), X-Word Grammar (Allwa), Sentence Combining, Basic Composiition, and Error Analysis. One major point of agreement revealed in this survey is the necessity of providing opportunities for students to think about the language, in order to be able to extend their learning to new language situations. There is also a widespread use of real situations and everyday language in the classroom. The use of visual stimuli is recommended, not only to delineate words and actions, but also to trigger responses showing that the students understand what they are saying. It is also recommended that more attention be given to improving listening comprehension and to the affective aspects of learning. The common goal is to facilitate real communication in English. (CFM)

ED 157 404 FL 009 673

Freed, Barbara F.

From the Community to the Classroom: Gathering Second-Language Speech Samples. Language in Education: Theory and Practice, No. 6.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 78

Note—34p.

Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 ($2.95)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Students, Class Activities, Communicative Competence (Languages), Community Involvement, *English (Second Language), Field Experience Programs, *Field Interviews, *Language Instruction, Native Speakers, *Research Methodology, Secondary Education, Second Language Learning, *Sociolinguistics, Speech Communication, Speech Skills, Tape Recordings, *Teaching Methods

Identifiers—Information Analysis Products

Adapting sociolinguistic fieldwork techniques for use in teaching a second language is presented as an activity that gets students out of the classroom and into the speech community to observe and use language in real situations. It is intended for intermediate and advanced students who need motivation and encouragement to interact with native speakers. First methodological approaches of sociolinguists studying speech in a social context are examined, beginning with the identification of the speech community to be studied. Also included in the fieldwork techniques are preparing an explanation for the interviews and devising interview forms to guide the conversations, which are tape-recorded. Next, student preparation is discussed, including pre-fieldwork activities (classroom role-playing), and fieldwork preparation (classroom discussion to prepare topic and schedule). Three sample taped interviews are shown concerning life in New York, Puerto Ricans in Philadelphia, and family life in the United States. The material collected from the fieldwork lends itself to a wide variety of follow-up linguistic activities. The order of the fieldwork analysis is outlined, beginning with a general class discussion followed by examples from particular interviews,

student presentations of findings, and ending with a student evaluation of the entire process. This exercise is advocated because it forces students to use what they know in order to learn more. The appendices include suggested interviews for use in three second language situations: bilingual, Americans studying a foreign language in the United States, and adults in ESL class. (NCR)

ED 157 405 FL 009 674
Morain, Genelle G.
Kinesics and Cross-Cultural Understanding. Language in Education: Theory and Practice, No. 7.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—38p.
Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Body Language, Communication Skills, *Cross Cultural Studies, *Cultural Awareness, *Cultural Differences, Cultural Interrelationships, Dance, Eye Movements, Foreign Culture, Human Posture, Interaction Process Analysis, Learning Activities, Motion, Motor Reactions, *Nonverbal Communication, *Paralinguistics, Perceptual Motor Coordination, Proximity, Self Expression
Identifiers—*Gestures, Information Analysis Products
Body language, also called kinesics, is the discipline concerned with the study of all bodily motions that are communicative. An understanding of kinesics across cultures necessitates a close look at posture, movement, facial expression, eye management, gestures, and proxemics (distancing). The popularity of one posture over another and the emotion conveyed by a given posture seems to be largely determined by culture. Recent studies of rhythm and dance as they relate to body movement have revealed astonishing new insights into human interaction. Facial expressions are very revealing and would be an important aspect of language learners attempting to master the nonverbal system of another culture. The role of eye contact in a conversational exchange between two Americans is well defined and is intensely important in interpersonal communication. An understanding of the role gestures play (autistic, technical and folk) within a culture is critical to sensitive communication. In each culture, the use of space (proxemics) depends upon the nature of the social interaction, but all cultures distinguish the four basic categories of intimate, personal, social, and public distance. While it is clear that all cultures make use of kinesic behaviors in communication, scholars do not agree on the precise nature of the role they play and are searching for some kinesic universals. An appendix is included with suggested activities for sensitizing students to aspects of nonverbal communication. A bibliography is also appended. (NCR)

ED 157 406 FL 009 675
Keller, Howard H.
New Perspectives on Teaching Vocabulary. Language in Education: Theory and Practice, No. 8.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—32p.
Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Etymology, French, German, Greek, *Language Instruction, Latin, Memory, *Mnemonics, Russian, *Second Language Learning, Semantics, Spanish, Suffixes, Teaching Guides, *Teaching Methods, *Vocabulary, Word Lists, *Word Study Skills
Identifiers—Information Analysis Products, Prefixes
Three approaches to vocabulary presentation in the second language classroom are described. The examples used are drawn largely from German, Russian, French, Latin, and Greek, but they can be extended to all commonly taught languages, although certain approaches are particularly suited to specific languages. In addition, the goals of a particular course must be taken into consideration when deciding on a particular approach. The "root" approach takes advantage of the natural system found in Indo-European languages which consists of roots, prefixes, and suffixes. The "etymological mnemonic" approach connects a new item with one already existing in memory on the basis of logical connection, similarity, contrast, or simultaneous occurence. Direct borrowings and loan translations have been found to be very effective within this approach. Finally, the "topical voabulary checklist" approach is an attempt to provide order in vocabulary by grouping semantically related words. Appendices contain a sample of prefix-root matrices and a sample vocabulary checklist. (AM)

ED 157 407 FL 009 678
Lafayette, Robert C.
Teaching Culture: Strategies and Techniques. Language in Education: Theory and Practice, No. 11.
Center for Applied Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—34p.
Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, Course Content, Cross Cultural Training, Cultural Awareness, Cultural Differences, *Cultural Education, Educational Objectives, Instructional Materials, *Language Instruction, Language Skills, *Learning Activities, *Modern Language Curriculum, Secondary Education, *Second Language Learning, Simulation, Teaching Guides, *Teaching Methods, Unit Plan, Units of Study
Identifiers—Audio Motor Units, Culture Assimilators, Culture Capsules, Culture Mini Dramas, Learning Activity Packages
The cultural options available to teachers, strategies and techniques dealing with the inclusion of culture in the course, and severe pedagogical and culture-specific sources are discussed here. As a guide toward better understanding and evaluation of cultural options and strategies, twelve student-oriented cultural goals are listed. In order to give some direction toward implementation of these gaols, five basic techniques are described: the culture capsule, the audio-motor unit, the culture assimilator, the cultural minidrama and learning activity packages. In the context of a discussion of the degree to which cultural materials should be integrated with language materials, four approaches are described: designation of specific culture days; the "core plus open time" approach, based on a curriculum model proposed by Lafayette; integrating language into a culture-based course; and integrating culture into a language-based course. Suggestions for implementing the fourth approach are classified and discussed according to traditional course content and skill areas. Finally, an annotated resource list of pedagogical references and textbooks containing cultural components is provided. (AMH)

ED 157 408 FL 009 679
Hodge, Virginia D.
Personality and Second Language Learning. Language in Education: Theory and Practice, No. 12.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—40p.
Available from—Publications Department, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavior Change, Bilingualism, Body Image, Cognitive Development, *Cognitive Processes, Communication Skills, Individual Psychology, Intercommunication, Interpersonal Competence, Language Development, Learning Motivation, Learning Processes, *Learning Theories, Models, *Neurolinguistics, *Personality, Personality Theories, *Psycholinguistics, Psychological Characteristics, *Second Language Learning, Self Actualization, Self Concept
Identifiers—Information Analysis Products
This annotated reading list addresses the problem of the paucity of literature dealing specifically with the relationship between personality and language learning. There is no general theoretical model that encompasses personality theory, self-concept, ego development, learning theory, motivation, and body image as they relate to psycholinguistics and linguistics. Definitions of terms and problems in developing a theoretical model are discussed, and outlines of two preliminary models, the communicative and the intrapsychic, are presented. The body of this work, an annotated bibliography, was developed in an attempt to juxtapose works that seem likely to generate productive hypotheses and theories about the relationship between personality and second language learning. The first part of the reading list, on the communicative model, includes 72 citations in the following sections: (1) culture and social setting; (2) language as a system of communication; (3) personality theory: traits and persons; and (4) the degree of Acquisition of a second language and its relationship to personality. The second section, on the intrapsychic model, includes 56 citations in the following categories: (1) body experience; (2) language as a self-directive system and as a system of speech; (3) personality variables – sense of identity – language-specific sense of self; and (4) relationships among body variables, spoken language, and sense of identity. The third section, "A Synthesis: Directions for the Future," includes 11 citations concerning efforts to localize specific language functions of the brain. (NCR)

ED 157 409 FL 009 680
Bonin, Therese M.
The Role of Colloquial French in Communication and Implications for Language Instruction. CAL-ERIC/CLL Series on Languages and Linguistics, No. 56.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Note—15p.
Journal Cit—Modern Language Journal; v62 n3 p90-102 Mar 1978
Pub Type—Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, College Students, *Communicative Competence (Languages), *French, Higher Education, *Language Instruction, Language Patterns, Language Research, Language Rhythm, Language Skills, Language Styles, *Listening Comprehension, Second Language Learning, Sociolinguistics, Speech Communication, *Standard Spoken Usage, Syntax, Tape Recordings, *Teaching Methods, Vocabulary
Identifiers—*Colloquial French, Information Analysis Products
A study was conducted to determine the extent to which listening comprehension is impaired when students are confronted with the colloquial use of French, as opposed to its formal use. It was found that amoung 128 prospective French teachers who participated in the study, there existed a low comprehension level of colloquial French, a discrepancy between comprehension of colloquial and formal French, and a general lack of awareness of the relationship between speech styles and social situations. Some strategies are suggested as a remedy to this situation: (1) increased emphasis on listening comprehension, (2) practice in listening to authentic colloguial French, (3) developing students' awareness of the role and socio-cultural parameters of the various speech styles, (4) helping students to identify and interpret significant features of colloquial French and their relationship to traditional syntax and phonology, and (5) integrating all these activities into all levels and types of French language and culture study. Several authentic speech documents that might prove helpful in implementing these strategies, such as tape recordings of native speakers, radio and films, are reviewed. Colloquial French is discussed in terms of its linguistic aspects, sociocultural setting, and implications for second language instruction in particular, the development of communicative competence. It is suggested that attention to all these factors will give students the opportunity to become truly educated speakers and discriminating listeners. (AMH)

ED 158 575 FL 009 676
Heath, Shirley Brice
Teacher Talk: Language in the Classroom. Language in Education: Theory and Practice, No. 9.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—33p.
Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Research, *Discourse Analysis, Language Arts, Language Patterns, *Language Research, *Language Styles, *Language Usage, Language Variation, Sociolinguistics, *Speech Communication, Student Participation, Student Teacher Relationship, Suprasegmentals, *Teacher Behavior, Teaching Methods, Verbal Communication
Identifiers—Functional Language, Information Analysis Products, *Teacher Talk, Turn Taking
Teacher talk can be characterized as a "caregiving" style which has certain identifiable phonological, lexical, and grammatical features. Analysis of classroom discourse can make teachers and students of language aware of the process of communication, and can identify particular uses of nonverbal as well as verbal communication. This, in turn, can help teachers adjust their use of language to pedagogical goals and improve the teaching of language skills and the teaching of general knowledge. Examination by teachers and students of the features of teacher talk as register, discourse, and specialized language of control can help supplement traditional methods of teaching language arts. The following recommendations are made with a view toward observing and analyzing language variation in the classroom: (1) teachers should discuss the language of routines with students; (2) teachers should be conscious of the behaviors of routine that differ for the school as a whole and within their class; (3) students should be asked what can be accomplished when turns are taken in talking; (4) ambiguous instructions should be made explicit whenever possible; and (5) inferences should also be clearly identified as such. (AM)

ED 158 576 FL 009 677
Falk, Julia S.
Language and Linguistics: Bases for a Curriculum. Language in Education: Theory and Practice, No. 10.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—35p.
Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Course Content, *Course Organization, Curriculum Design, *Curriculum Guides, *Curriculum Planning, Higher Education, Instructional Materials, Junior Colleges, Language, Language Role, Language Variation, *Linguistics, Morphology (Languages), Phonology, Semantics, Syntax, Written Language
Identifiers—Information Analysis Products
This is a guide for instructors in community, junior, and four-year colleges who are not trained extensively in the field of linguistics but who are interested in designing an introductory course in language and linguistics. Among the variables that may affect the nature of the course are the students' and the instructor's backgrounds and interests, the institution, and the disciplines chosen for inclusion in the scope of the course, such as anthropology, psychology, and sociology. The content of an introductory course on language and linguistics should provide a dual focus: (1) presentation of the basic structure of languages; and (2) exploration of a wide variety of questions, issues, and concerns with respect to the roles of language in our lives. A sample syllabus for this content is provided, grouping the material under the following divisions: (1) views of language; (2)morphology; (3) phonology; (4) writing systems; (5) syntax; (6) semantics and pragmatics; (7) language change and variation; (8) language learning; (9) language in education; and (10) overview. A selected, annotated bibliography of materials and resources completes the volume. (Author/AM)

ED 159 918 FL 009 769
Loew, Helene Z.
Working Together: Guidance Counselors and Foreign Language Teachers. CAL-ERIC/CLL Series on Languages and Linguistics, No. 58.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—10p.
Available from—ERIC Clearinghouse on Languages and Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (single copies free); American Council on the Teaching of Foreign Languages, Inc., 2 Park Ave., New York, N.Y. 10016 (bulk orders, rates upon request)
Journal Cit—Foreign Language Annals; v11 n4 p367-374 Sep 1978
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Education, Counseling Effectiveness, *Counselor Attitudes, *Counselor Role, Counselors, Educational Counseling, Educational Objectives, Junior High Schools, Language Attitudes, *Language Instruction, *Language Programs, Language Teachers, Secondary Education, Secondary School Teachers, Second Language Learning, Senior High Schools, *Teacher Attitudes, *Teacher Role
Identifiers—Language Study Rationale
Through cooperation between language teachers and guidance counselors, the totality of student needs for present purposes and future directions can be served. This article reviews the relationship among counselors, students, and language instructors, describes their common goals, with emphasis on career guidance in its broadest definition, and enumerates practical steps to foster communication between counselors and teachers. A review of the purposes of career guidance programs already established in many states reveals a parallel rationale for foreign language study, including understanding of self and others, values clarification, problem-solving and decision-making, data-gathering and use, and personal planning. It is concluded that language teachers should develop programs that integrate their discipline into the total education program and reflect local, state, and national goals. It is the language teachers' responsibility to improve their relationship with counselors so as to gain their support and serve as a team in future programs. (NCR)

ED 159 919 FL 009 770
Jacobs, Gabriel H. L.
An American Foreign Language Immersion Program: How To. CAL-ERIC/CLL Series on Languages and Linguistics, No. 59.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—11p.
Available from—ERIC Clearinghouse on Languages and Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (single copies free); American Council on the Teaching of Foreign Languages, Inc., 2 Park Ave., New York, N.Y. 10016 (bulk orders, rates upon request)
Journal Cit—Foreign Language Annals; v11 n4 p405-413 Sep 1978
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, Bilingual Students, *Communicative Competence (Languages), Elementary Education, *French, *Immersion Programs, Language Development, *Language Instruction, *Language of Instruction, Language Programs, Primary Education, Program Descriptions, *Second Language Learning, Sociolinguistics
An immersion program in a public elementary school in Montgomery County, Maryland, uses French as the medium of instruction in academic subjects. The program is based on the theory that language is learned best when there is a need to understand and communicate in that language. All students are eligible for enrollment in the multi-age classes. The Montgomery County curriculum is followed, using French materials. The major aims of the program are for the children to master their school subjects and to acquire substantive fluency in French. Standardized test results show the immersion students to be comparable in ability and achievement to their peers in English-speaking American classes and in French immersion classes in Canada. Immersion in general requires a great deal of planning and extra effort on the part of the teachers. Parents, other adults, and high school students work in the classroom to assist the teachers and to learn French. The program's only added cost to the school system is for foreign language materials. (Author/NCR)

ED 166 982 FL 010 112
Birckbichler, Diane W. Omaggio, Alice C.
Diagnosing and Responding to Individual Learner Needs. CAL-ERIC/CLL Series on Languages and Linguistics, No. 60.
ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Note—12p.; This article is a revised version of a paper presented at Central States Conference on the Teaching of Foreign Languages (Columbus, Ohio, April 1977) ; Parts may be marginally legible due to small print
Journal Cit—Modern Language Journal; v62 n7 p336-345 Nov 1978
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Cognitive Style, *Diagnostic Teaching, Educational Diagnosis, Elementary Secondary Education, Grammar, Higher Education, Language Ability, Language Instruction, *Learning Activities, *Learning Characteristics, *Learning Difficulties, Listening Comprehension, Reading, *Remedial Instruction, *Second Language Learning, Student Needs, Verbal Communication, Vocabulary Development, Writing
Identifiers—Information Analysis Products
Various sources of learner problems are identified and specific remedial activities are suggested for difficulties in speaking, listening, reading, writing, vocabulary acquisition, and grammar tasks. Some of the more common sources of learner difficulties that are discussed are: poor memory, lack of flexibility, too impulsive, too reflective, field dependent, broad categorizer, narrow categorizer, and low tolerance of ambiguity. Remedial activities designed to address these problems are discussed. Twenty activities emphasize the development of analytical skills, nine activities concentrate on the synthesis of information, 17 activities concentrate on increasing flexibility with the language, and three activities address making inferences. These remedial activities are easily adaptable to individual tutorial sessions, small-group work, or large-group instruction. In the latter case, teachers may choose to identify particular problems and incorporate appropriate activities into daily lesson plans. A grid is presented indicating appropriate remedial activities for each learner problem (e.g., poor memory) and each learning task (e.g., listening). (SW)

HE

ED 150 914 HE 009 651
Trivett, David A.
Compensation in Higher Education. ERIC/Higher Education Research Currents.
George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date—Mar 78
Note—5p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Personnel, *College Faculty, Educational Economics, Faculty Workload, Females, *Fringe Benefits, Higher Education, Inflation (Economics), Males, *Salaries, *Salary Differentials, Sex Differences, *Teacher Salaries
Compensation in higher education is an inclusive

term, since all the benefits associated with teaching, research, work with people, and work with knowledge might be included. But in terms of purchasing power it appears that compensation for work in higher education has lost ground against inflation. In contrast, wage and salary earners in many other nonagricultural industries have at least kept up. As a faculty member the responsibilities one chooses influence the comparative level of compensation one receives, along with a host of other variables. As for administrators, their compensation has also increased in recent years, with the same moderating effect from inflation. The sex of the recipient remains a powerful influence on level of compensation for administrators and faculty members in higher education, but ameliorative procedures are now in use to rectify this. It remains unlikely that a young person would pursue a career in higher education for the money. (Author)

ED 150 918 HE 009 659

Grant, Mary Kathryn Hoeber, Daniel R.

Basic Skills Programs: Are They Working? ERIC/Higher Education Research Report Number 1, 1978.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—58p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Reading, *Basic Skills, College Students, *Compensatory Education Programs, *Educationally Disadvantaged, Educational Opportunities, Educational Research, Effective Teaching, *Program Effectiveness, Program Evaluation, Remedial Mathematics, *Remedial Programs, Student Characteristics, Writing Skills

Basic skills programs are now almost a given in the curricula of postsecondary institutions; however, the key area of concern of basic skills researchers is, Are they working? The answer is two fold: yes, those involved in and committed to the programs are working very hard, and no, the programs themselves are not working very well. There is a dearth of empirically based evaluation research on the programs. The following are important in the discussion of basic skills programs: a historical perspective of governmental and institutional policies that have been challenged by the need for basic skills programs; the nature of the student who enters a program; a generalized description and definition of basic skills programs; and the conclusion drawn by some researchers that the existing compensatory programs have done very little toward eradicating the academic problems of disadvantaged college students. (MSE)

ED 152 222 HE 009 837

Mix, Marjorie C.

Tenure and Termination in Financial Exigency. ERIC/Higher Education Research Report No. 3.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—37p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Collective Bargaining, College Administration, *College Faculty, Conflict Resolution, Contracts, Higher Education, *Job Layoff, Negotiation Agreements, *Reduction in Force, *Retrenchment, *Teacher Dismissal, *Tenure, University Administration

The protections usually afforded by the courts and institutional custom when a tenured faculty member is dismissed for cause are not available when dismissal is the result of a determination of financial exigency. The courts have not ascertained what constitutes financial exigency, preferring to leave the definition to the governing authority and administration of each institution. The courts have relied on administrators alone to establish procedures for identification of programs and individuals to be affected by the determination of financial exigency. There are two approaches that faculty and administration may take to resolve these problems: the informal method of reaching agreement on the basis of some form of shared authority, and the formal method of including in collective bargaining agreements procedures that provide protection for faculty interests and job security. (Author/MSE)

ED 153 583 HE 009 908

Cole, Charles C., Jr.

To Improve Instruction. ERIC/Higher Education Research Report Number 2, 1978.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—89p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00 nonmembers, $3.00 members)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Faculty, *College Instruction, Educational Change, Educational Innovation, Educational Quality, Faculty Development, *Higher Education, *Instructional Improvement, *Instructional Innovation, Literature Reviews, *Teacher Improvement

A review of the literature on improving college instruction and improving college and university instructors produces two conflicting reactions. First, there are many fascinating and encouraging innovations being undertaken to raise the quality of college teaching. Second, although there has been change in higher education, it has not been extensive enough, and there continue to be deterrents to more extensive instructional reform. What are required now are institutional renewal, faculty and administrative renewal, and student renewal: in short, widespread transformation of higher education. (MSE)

ED 154 658 HE 009 907

Shulman, Carol Herrnstadt

Implementing Experiential Learning for Adult Students. ERIC/Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—5p.

Available from—American Association for Higher Education, Publications Department, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)

Pub Type—Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Adult Students, *Educational Assessment, *Experiential Learning, Higher Education, *Intellectual Experience, Literature Reviews, *Nontraditional Students, Portfolios (Background Materials), Social Experience, *Work Experience

Identifiers—*Educational Outcomes, Information Analysis Products, Memphis State University TN

Current developments in experiential learning, especially as it applies to adult learners, are discussed. Experiential learning is defined as "prior learning (which is) those nonacademic life or work experiences that students have acquired before formal contact with the institution and for which they desire recognition in the form of credits towards a degree." Prior learning assessment procedures are examined with emphasis placed on the portfolio assessment procedure, which involves eight tasks: (1) establishment of method by institutions for assisting the student in returning to school and introducing him or her to the experimental learning concept; (2) identification by students of their prior learning experience, through such techniques as resumes, autobiographies or a chronicle of work, social, and personal experiences; (3) identification by students of their learning outcomes and expressing them in ways that can be measured; (4) articulation of prior learning outcomes by the student; (5) documentation of experiences and outcomes by the student; (6) measurement of the experiential learning outcomes by the institution; (7) judgment of prior learning outcomes by college; and (8) evaluation and recording of prior learning outcomes by the college. An example of a portfolio assessment procedure at the Memphis State University's University College is provided. Cost considerations are also discussed. (SPG)

ED 154 680 HE 009 952

Jonsen, Richard W.

Small Liberal Arts Colleges: Diversity at the Crossroads? AAHE-ERIC/Higher Education Research Report No. 4, 1978.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—63p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. ($4.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, *College Role, Educational Demand, Educational Economics, Educational History, *Financial Problems, Government Role, *Higher Education, *Institutional Characteristics, Leadership, *Liberal Arts, *Private Colleges, *Small Colleges

Identifiers—Information Analysis Products, *Institutional Renewal

The changes that small liberal arts colleges have undergone are discussed in this monograph in terms of their past, present, and future roles in society. The first section looks at these colleges in the colonial context and shows how they were altered by specialization, secularization, the rise of science and empirical research, and by an increasing stress on the vocational intent of higher education. The second section defines the population of small, private, less selective liberal arts colleges by drawing on the Carnegie Classification system. The third section develops a profile of these colleges. The fiscal crisis is discussed in the fourth section, using extensive literature on the financing of higher education. The fifth section develops a picture of the contribution these colleges have made to American higher education, and illustrates these contributions with some brief notes on the current activities of several small, private liberal arts colleges. Finally, the condition of these colleges is examined in the context of possible or necessary action by the institution, the state, and the federal government. (Author/ SPG)

ED 162 542 HE 010 516

Lee, Barbara A.

Collective Bargaining in Four-Year Colleges: Impact on Institutional Practice. Research Report No. 5.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—85p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrative Policy, Arbitration, Bibliographies, *Collective Bargaining, *College Environment, *College Faculty, Conflict Resolution, *Decision Making, *Governance, Higher Education, Institutional Role, Interaction Process Analysis, Organizational Communication, Organizations (Groups), Research Reviews (Publications), Social Science Research, Teacher Administrator Relationship, *Unions

Identifiers—Information Analysis Products

The implications of faculty bargaining for decisionmaking in four-year colleges and universities are examined in this analysis of research and other literature. Institutional variables are described using research from political science and sociology to explain more fully the dynamics, apart from faculty bargaining, that characterize colleges and universities. After briefly examining the legal structure and

development of faculty bargaining, the analysis turns to the impact of unionization on decisionmaking in several areas of institutional operation. From this synthesis of research findings, general implications for institutional practice are discussed. These implications suggest several strategies for administrative behavior that have been shown to contribute to positive union-administration relationships, more amicable joint decisionmaking, and increased satisfaction with the quality of decisionmaking. A bibliography is included. (SW)

ED 163 831 HE 010 165

Eddy, Margot Sanders

Part-Time Students.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Note—5p.; Marginally legible due to small print

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036 ($0.40)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Ancillary Services, *College Students, Continuous Learning, Declining Enrollment, *Educational Change, Educational Economics, Educational Finance, Educational Policy, Educational Programs, Futures (of Society), *Higher Education, Literature Reviews, *Nontraditional Students, *Part Time Students, Policy Formation, Student Characteristics, *Student College Relationship, Student Needs, Student Personnel Services, Student Recruitment, Teaching Techniques

Identifiers—Information Analysis Products

In recent years changes in the constituency of higher education have been characterized by a substantial increase in the number of students attending college less than full-time. As a consequence the once sharp distinctions between youth and adult students, campus and extension education, and traditional and nontraditional clients are giving way to recognition of greater heterogeneity in student populations. The growth in the number of part-time students has been advantageous in a time of declining full-time enrollments. At the same time, the trend has caused concern and some changes in several areas of higher education, including institutional finance, student recruitment, academic programs, teaching, support services, and student participation in campus activities. As a result, policies for this new majority in higher education will be shaped in the foreseeable future by very different and more changeable social and educational priorities, requiring much more flexibility in higher education, even from year to year. (Author/MSE)

ED 165 510 HE 010 517

Maruyama, S. V. Kuhns, Eileen

Academic Programming. AAHE-ERIC/Higher Education Research Currents, September 1978.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Note—6p.; Best copy available

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($.40)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *College Curriculum, College Majors, *Curriculum Design, Curriculum Development, *Curriculum Evaluation, Educational Assessment, *Educational Change, Educational Demand, Elective Courses, General Education, *Higher Education, Nontraditional Students, Program Design, Program Evaluation, Student Characteristics, *Undergraduate Study

Identifiers—Information Analysis Products

This review of academic programming considers changes that have occurred as a reaction to real or perceived shifts in institutional and social conditions and values, program design, and program approval, review, and evaluation. Among the conditions influencing programming decisions in the late 1970s are open-access policies, affirmative-action policies, the new majorities of part-time and female students, the demand for noncredit and nontraditional educational opportunities, developments in collective bargaining, and geographic duplication of degree program. The curriculum for American undergraduates typically contains three components: general education, the major concentration, and electives. It is shown that the undergraduate career is now divided almost equally among these three components, and that a growth in elective-taking has been at the expense of the general education component. Curricula have been redesigned to serve the increasing body of adult students, since the number of traditional-age college students has been declining. Program approval refers to a state agency's giving permission to an institution to offer a program. Program review involves analysis of an institution's existing programs, by a state agency, by the institution itself, or possibly by an accrediting group. In practice these terms often are used interchangeably. Publications and studies in various states on program review, approval, and evaluation are cited. A bibliography is included. (SW)

ED 165 524 HE 010 741

Eddy, Margot Sanders

Foreign Students in the United States: Is the Welcome Mat Out?

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 78

Note—6p.

Available from—Association for the Study of Higher Education, Suite 780, One Dupont Circle, Washington, D.C. 20036 ($0.40)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary Services, College Role, *College Students, Financial Needs, Foreign Nationals, Foreign Student Advisers, *Foreign Students, Higher Education, Language Fluency, Special Programs, *Student College Relationship, Student Exchange Programs, *Student Needs, Student Personnel Services, *Student Problems

Identifiers—Information Analysis Products

Problems facing foreign students in American colleges and universities are examined. With the number of foreign students studying in the United States increasing each year (over 203,000 in 1976-77), services for foreign students need to be expanded with more emphasis on improving orientation programs. Preadmission screening and counseling are urged to familiarize potential students with the American educational system, standards of academic performance, and social behavior. Obstacles cited include the language problem, degree requirements, course structure; course content, and academic standards. The importance of academic advising to alleviate confusion over course options and program organization is discussed. Also considered are economic problems encountered by foreign students who come with limited funds and have unrealistic ideas about the availability of financial aid or other sources of income and did not anticipate inflation, changed or extended their coursework or overextended themselves buying American consumer goods. Problems of cultural assimilation are noted. Several possible solutions to ease the transition for foreign students are suggested: (1) standardized admissions information centrally organized and easily available; (2) more thorough orientation programs; (3) special training for teachers who instruct foreign students; (4) programs to prepare foreign students for reentry to their home countries; (5) maintenance of contact with foreign alumni. (BH)

ED 165 552 HE 010 784

Shulman, Carol Herrnstadt

Compliance with Federal Regulations: At What Cost? Research Report No. 6.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—59p.; Contains occasional small print

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Civil Rights Legislation, College Role, Educational Finance, Equal Education, Equal Opportunities (Jobs), *Federal Aid, Federal Legislation, *Federal Regulation, *Financial Problems, Financial Support, *Government School Relationship, *Higher Education, Institutional Autonomy, *Laws, Legal Responsibility

Identifiers—Age Discrimination in Employment Act 1967, *Compliance (Legal), Education Amendments 1972 Title IX, Employee Retirement Income Security Act 1974, Executive Order 11246, Information Analysis Products, Rehabilitation Act 1973 Section 504, Social Security Act 1935

Two problem areas have arisen between the Federal Government and higher education institutions dependent on federal aid. One problem is a growing conflict over regulations, which involves the threat of loss of federal aid to ensure enforcement of federal civil rights goals. The second problem is an economic burden on academic institutions resulting from compliance with the regulations. Three laws that have been sources of controversy in the higher education community are executive order 11246, as amended, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The issues that have arisen in connection with equal educational and employment opportunity programs are explored. Problems also arise from requirements of the Social Security Act of 1935, as amended, the Employee Retirement Income Security Act of 1974, and the Age Discrimination in Employment Act of 1967, as amended. These programs impose high expenses on colleges and institutions, and primary teaching and learning missions may be impaired due to lack of funds. Colleges and universities urge that they not be looked on as just one more sector of the nation's economy, since they cannot pass on to students the full cost needed to meet their expenses. Other subjects discussed are: administrative costs and changes resulting from regulatory requirements; the academic community's perception of a heightened adversarial climate on campus; and recommendations to improve the regulatory process so that it better serves the needs of the academic community. (SW)

ED 165 641 HE 010 909

Scott, Robert A.

Lords, Squires, and Yeomen: Collegiate Middle Managers and Their Organizations. AAHE-ERIC/Higher Education Research Report No. 7.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—83p.; Some parts may not reproduce clearly

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)

Pub Type—Books (010)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Background, *Administrator Characteristics, Administrator Education, *Administrator Role, *College Administration, *College Deans, Federal Regulation, Females, Government School Relationship, Higher Education, Interviews, Job Satisfaction, Legal Problems, Literature Reviews, *Middle Management, Minority Groups, Organizational Climate, Organizations (Groups), Professional Associations, Questionnaires, Role Conflict

Identifiers—Compliance (Legal), Information Analysis Products, Liability

This study on collegiate middle managers examines: the effects of federal compliance requirements on collegiate administrators; the cause of growth, elaboration, and differentiation in middle-level collegiate administration; the functions, status, roles, and values of mid-level administrators; and the role of national occupational associations for professional standing. Data were gathered from a literature review, a survey research questionnaire, and structured interviews with more than 200 administrators, faculty, and search committee chairpersons at 18 colleges and universities of different sizes and types. A survey also was conducted of the staff aides and directors of House of Representatives and Senate committees concerned with postsecondary education legislation, the executives of higher

education associations in Washington, and the officials at Executive branch agencies. Collegiate mid-level administrators were considered to be the deans and directors of support services. Presidents, provosts, academic deans, department chairpersons, and librarians were excluded. The following topics are considered: sources of administrators and their background and training; career paths, mobility, and organizational commitment; administrators' rights and grievance procedures; women and minorities in middle management; communication on campus; liability of administrators; satisfactions and incentives for increased competence and performance; training and development; role conflicts among collegiate middle managers; and professional associations. Recommendations and a bibliography are included. (SW)

ED 165 669 HE 010 958
Wood, Lynn Davis, Barbara Gross
Designing and Evaluating Higher Education Curricula. AAHE-ERIC/Higher Education Research Report No. 8.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—72p.
Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 ($4.00 nonmembers, $3.00 members)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Guides, Case Studies, *College Curriculum, College Instruction, *Curriculum Design, *Curriculum Development, *Curriculum Evaluation, Evaluation Criteria, Evaluation Methods, *Higher Education, Information Sources, Literature Reviews, Models, Needs Assessment, Program Evaluation, Reference Books, Resource Guides, Resource Materials, State of the Art Reviews
Identifiers—Information Analysis Products
The literature pertaining to the processes and methods of curriculum design and evaluation in higher education is widely scattered and not in the form most useful to those designing curriculum. This monograph identifies many of these resources and discusses them in terms of their practical use. Case studies are used to illustrate the use of the techniques in higher education. In some sections, checklists are provided for use by groups of faculty members assessing the need for a new or revised curriculum or for designing, implementing, and evaluating a new curriculum. Throughout, the interactive, interrelated nature of the design and evaluation processes is stressed, showing that each process implies or anticipates another when approached systematically. (Author/MSE)

ED 166 994 HE 009 786
Lenning, Oscar T.
Assessing Student Educational Progress. AAHE-ERIC/Higher Education Research Currents, April 1978.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 78
Note—5p.; Some small print may be marginally legible
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($.40)
Pub Type— Opinion Papers (120) — Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Evaluation Criteria, *Evaluation Methods, Higher Education, Measurement Instruments, Models, *Student Evaluation
Identifiers—Information Analysis Products, *Student Outcomes
Alternative procedures for assessing college student educational progress and sources of additional information are presented. Traditionally, written tests have been used for assessing educational progress at the college level, but it is now common to think in broader terms of the specific developments and attainments that students are expected to achieve. Educational learning could include the imparting of attitudes and values, value clarification, confidence and self-concept development, development of various personality characteristics, development of improved interpersonal sensitivity and functioning, and the development of occupational habits and skills. Assessment is defined as broader than measurement but narrower than evaluation. The design of an assessment for a particular course, program, or institution should be unique and tailored specifically to the situation at hand. Some general models available that can be modified to meet local needs are described. The need to use multiple measures, or indicators, for a particular learning outcome and more than one method of data collection are desirable. It is usually better to develop local instruments tailored to local needs. Locally-developed, criterion-referenced, paper-and-pencil tests are more frequently of use to colleges and universities than are norm-referenced tests. A number of other types of assessment methods are outlined. (SW)

ED 167 043 HE 011 059
Mayville, William V.
Interdisciplinarity: The Mutable Paradigm. AAHE/ERIC/Higher Education Research Report No 9, 1978.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—79p.; Small print may be marginally legible
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)
Pub Type— Books (010) — Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Curriculum, College Programs, *Curriculum Development, *Educational Change, Educational Objectives, Higher Education, *Integrated Curriculum, *Interdisciplinary Approach, *Models
The many forms of interdisciplinarity in higher education institutions and the various ways it has been used to advance curricular changes are examined. Definitions of interdisciplinarity and its variants (multi-, pluri-, and transdisciplinarity) provide a conceptual framework for the examination. In this study, interdisciplinarity is understood to mean interaction among two or more different disciplines and should include the idea of integration of concepts, methodology, procedures, epistemology, terminology, and data. Educational outcome models are examined to clarify the organizational premises interdisciplinary programs have adopted to achieve the goal of "integration." The development of education outcomes is addressed using the historian William Bouwsma's educational models of the aristocratic, scribe, civic, existential, Christian-secular, and romantic-naturalist ideals as ways to comprehend interdisciplinary curricular directions. Many of these ideals have become incorporated into interdisciplinary programs with little attention paid to their potentially conflicting outcomes or to Boisot's delineation of interdisciplinary study into philosophical, ethical, and educational types. The practical implications of these models are addressed through the examination of specific interdisciplinary programs. Interdisciplinary programs have the potential for generating both internal (curricular) and external (societal) change. Recommendations address certain problem areas that need to be considered before interdisciplinary programs can be effective. (SW)

ED 167 065 HE 011 118
Claxton, Charles S. Ralston, Yvonne
Learning Styles: Their Impact on Teaching and Administration. AAHE-ERIC/Higher Education Research Report No. 10, 1978.
American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—74p.; Some small print may be marginally legible
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)
Pub Type— Books (010) — Information Analysis (070) — Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrative Change, Change Strategies, *Cognitive Style, *College Administration, *College Instruction, Educational Change, Higher Education, *Instructional Improvement, Learning Processes, *Learning Theories, Needs Assessment, Student Evaluation, *Teaching Styles
Major research findings about student learning styles and implications for improving college and university teaching and the impact that instructional change has on college administration of instructional programs are addressed. The term "learning style" refers to a student's consistent way of responding and using stimuli in the context of learning. In the section on learning styles, Charles S. Claxton examines three dimensions of cognitive styles (field dependence-independence, reflection-impulsivity and preceptive-receptive/intuitive), three models of student response styles (described by Mann and others, Grasha and Riechmann, and Stern), and three integrated models (use of the Myers-Briggs Type Indicator, the Kolb model, and cognitive style mapping). In the second section on the use of information on student learning styles, Yvonne Ralston explores the following possible implementation approaches: sharing knowledge about learning styles with students, the teachers' efforts to provide a variety of instructional modes that are consistent with the styles of students, and the use of learning style information at the institutional level. Suggestions for establishing a plan, program coordination, and assumptions regarding the appropriate implementation system for the institution as a totality are presented. A bibliography is included. (SW)

IR

ED 160 109 IR 006 458
Markey, Karen Atherton, Pauline
ONTAP: Online Training and Practice Manual for ERIC Data Base Searchers.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Grant—NIE-R-76-0027
Note—182p.; Parts of document marginally legible
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-24; $6.00 plus $0.60 postage and handling)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Data Bases, Improvement Programs, Library Education, *Manuals, *Models, On Line Systems, Relevance (Information Retrieval), *Search Strategies, *Training
Identifiers—DIALOG, *ERIC, Information Analysis Products, Information Specialists
This self-improvement manual developed for experienced online searchers presents and discusses several alternative search strategies and their appropriate use to achieve the desired outcome. The manual is divided into two parts: (1) an eight step model of the total search process emphasizing how the decision of the information professional affects retrieval results and search objectives at each step of the search process; and (2) introduction to DIALOG's ONTAP file and self-improvement exercises with search formulations and explanations selected from the questions stored in the ONTAP file. Each exercise falls within the scope of interest of one of the 16 ERIC Clearinghouses. The ONTAP file is a subset of the ERIC data base consisting of RIE and CIJE citations for the 1975 ERIC file and 29 simple, moderate, or difficult search questions with answer sets. It was developed to allow searchers to evaluate their output by computing recall and precision scores of their results with the results of a "perfect search" or answer set. The appendices include 13 search save formulations of common search facets for "population level" and "tools" which can be accessed and exchanged between DIALOG workspaces by using the procedures that are outlined, and

a comprehensive guide to DIALOG's ERIC data bases. (JPF)

ED 160 113 IR 006 518
Simmons, Robert K.
A Library User's Guide to ERIC. Revised Edition.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—35p.; For related document, see ED 107 311
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-7; $1.50 plus $0.50 or 10% of the total order for postage)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Data Bases, *Education, Indexes (Locaters), *Library Guides, Microfiche, On Line Systems, Periodicals, *Search Strategies
Identifiers—*ERIC Information Analysis Products
An explanation is provided of the Educational Resources Information Center (ERIC), a national information system that collects, processes, and makes available a wide range of educational documents. Contents of the guide include an explanation of the major components of the ERIC system; searching by subject, author, or institution in the ERIC collection and education journals; methods for citing ERIC materials; and computerized search availability. This is followed by an annotated bibliography of ERIC materials–abstracts, guides, newsletters, periodicals, and multi-media user aids. A directory of the 16 ERIC Clearinghouses is included. (JPF)

ED 164 614 IR 007 049
Criteria for Reviewing Educational Products. Product I: NIE Products on [illegible] Local Materials Selection.
Educational Products Information Exchange Inst., New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-75-0023
Note—146p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-27: $6.00 plus $0.60 postage)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Curriculum Development, *Educational Resources, Educational Technology, *Evaluation Criteria, Instructional Materials, *National Surveys, *School Districts, Selection, *State Departments of Education, *State of the Art Reviews
Three papers addressing the topic, "Toward Consensus on Minimum Criteria for Educational Products" provide a state-of-the-art review of useful criteria for evaluating educational products in part I of this report. The second part is a summary and comparison of the research findings of two EPIE surveys on selection criteria being used by state and local educational agencies across the United States. The original survey was conducted in 1969 and updated in 1976. (Author/CMV)

ED 168 506 IR 006 999
Laubacher, Marilyn R., Comp.
A Glossary of ERIC Terminology.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-77-0015
Note—25p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($2.00)
Pub Type— Reference Materials - Vocabularies/-Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Data Bases, *Definitions, *Information Networks, Information Retrieval, *Vocabulary
Identifiers—*ERIC
Designed to be of assistance to the new ERIC user, this glossary provides brief definitions of more than 60 terms associated with the ERIC data base and the search process. These include titles of indexes, agencies, and acronyms peculiar to ERIC as well as terms used to describe computer search strategy. A directory of ERIC network components–including the 16 clearinghouses– is also provided. (CWM)

ED 168 539 IR 007 063
Hug, William E.
Instructional Technology: Factors Influencing the Field. Occasional Paper No. 1.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Contract—400-77-0015
Note—37p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($2.50)
Pub Type— Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Definitions, *Educational Philosophy, *Educational Research, Educational Resources, *Educational Technology, Industry, *Instructional Media, Instructional Systems, Library Associations, Military Organizations, Organizations (Groups), Programed Instruction, Systems Analysis
Identifiers—Information Analysis Product
By definition, the fields of instructional technology and media are committed to an evaluation, generation, and application of research involving the act of teaching and the phenomena of learning, with differences in systems determined by the purpose for which instructional technology and media are applied. However success or failure of any teacher throughout history is related to the type of technology employed and the impact of external technology on the learning process. World War II is generally recognized as the beginning of the fields of instructional technology and media as they are currently conceived. Since then, numerous individuals and organizations, including the military, industry, schools, colleges and professional organizations, have developed, applied, and evaluated the ideas instructional technology and media with varying results. Since these fields are interdisciplinary and are partially a result of a shift away from separate educational movements toward a systems approach, various attempts have been made to distinguish professional functions. Although past research has focused on film, radio, television, instructional technology, systems, and programmed instruction, the greatest immediate need is assessing the informational needs of various publics concerned with education. (CWM)

ED 168 565 IR 007 101
Brown, Dale W. And Others
Elementary and Secondary Teachers Use ERIC.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IR-29
Pub Date—78
Contract—400-77-0015
Note—45p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-29, $3.00)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Data Bases, *Information Retrieval, *Information Systems, *Information Utilization, Professional Education, *Public School Teachers, *Research Tools, Use Studies
Identifiers—*ERIC, Information Analysis Products
The experiences with ERIC which are profiled for three public school systems reflect specific user requirements in different environments. In "Meeting Professional Education Information Needs: A Profile of How the Alexandria, Virginia City Public Schools Use the ERIC System," Dale Brown discusses the types of searches used by administrators and teachers at the city school system level. Patricia Mautino, in "Watch ERIC Grow!" describes three levels of ERIC use in New York State, through the Educational Programs and Studies Information Service (EPSIS), which provides state-wide support, the Board of Cooperative Educational Services (BOCES) at the county level, and individual user services at the school level. The use of microforms at East Detroit High School is discussed in Lewis Saks' article, "The Little Grey Cells, The Little Black Cards: An Approach to ERIC Microfiche," as well as a recent study done by Pat Gilmore which surveyed the use and knowledge of ERIC by teachers in the East Detroit School system. (RAO)

ED 168 590 IR 007 151
Daniel, Evelyn H.
Media in the Library: A Selected, Annotated Bibliography.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IR-32
Pub Date—78
Grant—400-77-0015
Note—99p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-32; $5.25)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Anthologies, Audiotape Recordings, *Audiovisual Aids, Cataloging, *Educational Technology, Films, *Library Acquisition, *Library Material Selection, Library Technical Processes, Slides, Videotape Recordings
Identifiers—Information Analysis Products
This extensive, selective bibliography of readings, an updating of "Media and Instructional Technology in the Library" by Bruce E. Dewey and Richard Howard, is designed to provide librarians and media specialists with an array of materials dealing with the range of activities and services relating to the inclusion of nonprint material in libraries. It is intended as a resource tool for the practicing librarian faced with problems of selection, acquisition, production, organization, and processing of nonprint materials, as well as for library school students and educational technologists. Over 4,000 items were examined for potential inclusion in the listing, and approximately 500 were selected. Concentration was on library use of nonprint material; instructional technology was treated in a general manner. "Near-print" media, such as microforms, maps, charts, globes, were excluded while "intermediate technology," e.g., slides, 8mm and 16mm film, audiotapes and recordings, were included. A primary source for the search was ERIC. Items are presented in a classified arrangement, and a complete author and title index provides alphabetic access to items included. (Author/JEG)

ED 168 605 IR 007 249
Comstock, George
Trends in the Study of Incidental Learning from Television Viewing.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—IR-30
Pub Date—78
Contract—400-77-0015
Note—61p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-30, $4.25)
Pub Type— Information Analysis (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavior Development, Broadcast Television, Childhood Attitudes, *Childrens Television, *Cognitive Development, Educational Television, *Incidental Learning, Parent Child Relationship, Popular Culture, Television Commercials, *Television Research, *Television Viewing, Viewing Time
Identifiers—Information Analysis Products
Research on incidental learning by children from television is both a cause and effect of the increasing attention being given by social and behavioral scientists to the influence of mass media. Laboratory-type experiments and data collected from everyday life are consistent in their findings, providing convincing evidence that television can influence the immediate behavior of children. When this altered behavior is carried over into social interaction, the foundation is established for more far-reaching influence. Television also has varied cognitive and attitudinal effects on children, e.g., it is their principal source of information on public affairs. Television designed to convey information can be quite effective, and entertainment programs occasionally provide instruction, but their impact is sometimes limited by redundancy with one another. Commercials also instruct children by influencing prefer-

ences for the value placed upon products. Tastes and preferences in programming and time spent with the medium change along with individual interests and needs as young people grow older. The study of television's influence requires both laboratory-type experimentation and the collection of data from real life, the former to establish the possibility of causation and the latter to confirm the presence in real life of experimental findings. (Author)

JC

ED 148 418 JC 780 035
Lombardi, John
Resurgence of Occupational Education. Topical Paper Number 65.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Note—41p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Community Education, Economic Climate, Educational History, Educational Trends, *Enrollment Influences, *Enrollment Rate, General Education, *Junior Colleges, State of the Art Reviews, Statistical Data, Technical Education, Terminal Students, *Transfer Programs, Transfer Students, *Vocational Education

The phenomenal growth in enrollments in occupational courses since the early Sixties signals a new direction for the community college movement. From a predominantly baccalaureate-oriented institution the community college has become an occupational-oriented institution. The statistics on the college, state, and national level attest to this phenomenon. Until the Sixties enrollments in the vocational and technical courses ranked a low second to enrollments in the transfer courses. Today, it is not unusual to find colleges, even entire state systems, whose occupational enrollments exceed transfer enrollments. It is too early for obsequies over the transfer function but the evidence indicates that occupational education is becoming the community college's major function in terms of credit enrollment. For the next five years enrollments in vocational education will at least equal enrollments in transfer education, a realistic balance in terms of the aptitude and economic status of students and the differentiation of functions among higher education institutions. Enrollments in both of them however may be lower than enrollments in community, adult and developmental education. The danger to the transfer function lies more in the growth of the community education movement than in the growth of occupational education. (Author/LH)

ED 154 880 JC 780 293
Harlacher, Ervin L., Ed. Gollatscheck, James F., Ed.
Implementing Community-Based Education. New Directions for Community Colleges, No. 21.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—109p.
Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.00)
Pub Type—Journal Articles (080)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrative Problems, College Faculty, Community Colleges, *Community Education, *Delivery Systems, Educational Planning, Faculty Development, Federal Aid, Financial Support, Governing Boards, *Junior Colleges, Needs Assessment, Nontraditional Students, Performance Based Education, *Program Development, Program Evaluation, Program Planning, *School Community Relationship, Student Personnel Services, Urban Areas
Identifiers—*Community Based Education, Impact Studies, Information Analysis Products

Overviews of several significant areas of community-based education including specific practices and procedures of community college educators are contained in this sourcebook. Articles cover the development of community-based education from its inception, clearly defining the community-based community college; specific suggestions for sound planning; the problem of staff selection and development in light of community-based education; difficult management problems from the viewpoint of the highly innovative Community College of Vermont; an analysis of current and projected delivery systems; providing student personnel services to nontraditional students through "brokering" systems; the relationship between community-based and performance-oriented education; how to fund community-based programs; the unique problems of providing community-based education in urban centers; the importance of trustee orientation and education in innovative movements; and assessing the impact of community-based programs on communities served. A review of pertinent literature and a bibliography are also presented. Contributors include: Erwin I. Harlacher, James F. Gollatscheck, Gundar A. Myran, Max Tadlock, William A. Keim, Peter P. Smith, Hyman H. Field, Steve Mills, Robert E. Hencey, Gary D. Hallingsworth, Dale Parnell, Sidney S. Micek, and Edward M. Cooper. (Author/TR)

ED 154 887 JC 780 302
Hammons, Jim And Others
Staff Development in the Community College: A Handbook. Topical Paper No. 66.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C
Pub Date—Jun 78
Note—74p.
Pub Type—Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Faculty, Community Colleges, Evaluation Methods, *Faculty Development, Faculty Evaluation, *Guides, Inservice Teacher Education, *Junior Colleges, Models, Needs Assessment, *Part Time Teachers, Personnel Evaluation, Program Development, Program Evaluation, *Program Planning, Questionnaires, *Staff Improvement
Identifiers—Information Analysis Products

Because the concept of staff development has generated considerable interest in community colleges nationwide, and many educators are engaged in its implementation, this handbook was prepared as a comprehensive survey of essential topics in planning, implementing, and evaluating staff development programs. The handbook, focusing on in-service education, is divided into six chapters and four appendices. Chapter 1 deals with definitions, purposes, and rationale of staff development; Chapter 2 reviews some of the more persistent questions raised about planning and implementing a program for full-time staff; and Chapter 3 describes various means to determine staff needs. In Chapter 4, the unique needs of part-time faculty are delineated, while Chapter 5 discusses program evaluation. Chapter 6 represents views on key elements essential to effective programs. Appendix A includes a useful format for a staff development questionnaire; Appendices B and C illustrate different needs survey instruments and interview questions; and Appendix D lists possible topics to be included in a needs assessment query. A practitioner's bibliography and a list of references follow the appendices. (Author/TR)

ED 154 888 JC 780 303
Alfred, Richard L.
Coping with Reduced Resources. New Directions for Community Colleges, No. 22.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—112p.
Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.00)
Pub Type—Journal Articles (080)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Administration, Community Colleges, Cost Effectiveness, Decision Making, Declining Enrollment, *Educational Planning, Federal Aid, Federal Regulation, *Financial Support, Governance, Institutional Autonomy, Institutional Research, *Junior Colleges, Management Systems, Reduction in Force, *Resource Allocations, *Retrenchment, State Agencies, State Aid, Teacher Participation
Identifiers—Information Analysis Products

In this sourcebook, nine contributors explore the issue of reduced resources for community colleges in the current period of decelerating growth. S. V. Martorana describes how public two-year institutions have become increasingly dependent on state and federal financial support, resulting in losses of college autonomy. W. Gary McGuire examines state support patterns in 39 states, with a majority reporting "stabilized" funding conditions not far removed from the declining resources condition. Lee G. Henderson explores the burgeoning role of state agencies. Two models for retrenchment are presented by Herbert M. Sussman, based on responses to operating budget cuts at New York City Community College. Richard DeCosmo considers how budget cuts effect curriculum and instruction, and Jane E. Matson outlines reduction effects on student personnel services. James L. Wattenbarger discusses two approaches for administrative planners facing resource reductions, while Richard C. Richardson reviews the types of problems administrators will have to face in future, concluding that careful institutional research and planning can help maintain or increase institutional effectiveness. Dorothy M. Knoell and Richard L. Alfred look at some heretical concepts for community colleges to adopt in order to maintain the growth that characterized their early years. A pertinent bibliography is included. (Author/TR)

ED 156 239 JC 780 334
Goodwin, Gregory Young, James C.
Increasing Productivity in the Community College. Topical Paper Number 67.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; League for Innovation in the Community Coll., Los Angeles, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 78
Note—49p.
Pub Type—Books (010)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Organization, Community Colleges, Conference Reports, Cooperation, Delivery Systems, Differentiated Staffs, *Faculty Development, *Junior Colleges, Leadership Styles, Management Information Systems, Models, Organizational Development, Performance, *Productivity, *Student Development
Identifiers—Information Analysis Products

Drawing heavily on the speeches and discussions that took place at a League for Innovation in the Community College conference held late in 1977 in North Carolina, this paper discusses the problem of increasing productivity in community colleges. Although escalating costs and decreasing revenues over the past decade have given the problem of productivity sudden urgency, a consensus exists that community colleges would be greatly mistaken in settling for cost reductions that harmed their ability to deliver high quality educational programs. Several examples or models for stimulating productiveness are available, directed toward improvement of administrative, faculty and student performance. Organizational models which promote communication, delineate responsibilities and emphasize a common purpose in administrative structures are presented. Faculty productivity is shown to be augmented through differentiated staffing, staff development programs, and new instructional delivery systems. Grading systems, open-entry/open-exit systems, multimedia delivery systems and outreach centers are aimed at improved student learning. As there is overlap in these administration, faculty and student categories, the only single theme of all successful productivity programs is that cooperation and involvement are the prime ingredients. A list of institutions involved in these projects and a bibliography are appended. (TR)

ED 156 285 JC 780 381
Brawer, Florence B., Ed.
The Humanities in Two-Year Colleges: Trends in Curriculum.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—78
Note—162p.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Attitudes, College Curriculum, *College Faculty, Community Colleges, Curriculum Development, *Curriculum Research, Enrollment Trends, *Humanities, *Humanities Instruction, *Junior Colleges, Liberal Arts, National Surveys, Part Time Teachers, Teacher Attitudes, Teacher Background, Teacher Behavior, *Teacher Characteristics, Teacher Morale

Divided in two sections, this monograph presents information on trends in the humanities curricula in two-year colleges from several sources: two surveys of selected public and private community colleges (156 in 1975 and 178 in 1977-78) distributed throughout the country through which instructors and campus facilitators provided data on enrollment trends, curricular patterns, and instructional practices; an intensive examination of 1975 and 1977 spring class schedules of participating colleges; and a 1975 survey of 1,493 randomly selected humanities instructors and 505 non-humanities instructors and chairpersons. In addition to information on instructors' attitudes, demographics, future plans, and work orientations, this report reviews humanities courses offered and enrollment in various disciplines as well as present suggestions based on the several trends for improving the status of the humanities. Part I deals with enrollments, curriculum, and suggestions from facilitators on programs and instruction for the following subjects: anthropology, art history, foreign languages, geography, ethnic studies, women's studies, social studies, history, integrated humanities, literature, music, philosophy, political science, religious studies, and theater and film courses. Part II deals with the characteristics and orientation of humanities instructors, grouped according to discipline. (TR)

ED 156 295 JC 780 393
Martorana, S. V. And Others
Dollars and Directives: Issues and Problems Related to Financial Support and Legal Authorizations of Community Colleges.
American Association of Community and Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—60p.
Pub Type—Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Faculty, Community Colleges, Decision Making, Enrollment Trends, Federal Aid, Financial Problems, *Financial Support, *Governance, Governing Boards, Institutional Autonomy, *Junior Colleges, *Policy Formation, State Agencies, State Aid, *State Legislation, State School District Relationship, Tax Support

This monograph is concerned with the issues and problems raised by recent trends in state legislative activity related to community and junior colleges and in patterns of funding these institutions. The first of two parts discusses legislation directly or indirectly affecting policies for financing post-secondary education in general and community colleges in particular. This legislation forecasts a period of financial stringency, which is a product of decreased state appropriation growth rates, restrictions on institutional growth, and increased outside control over expenditures. The second part discusses the changing policy frameworks and decision-making environment, which are characterized by a variety of different groups gaining a greater voice in internal institutional affairs. This may affect the speed and manner in which community colleges can change, thus impairing their ability to develop validly needed programs and to use resources efficiently and effectively. The report concludes with a discussion of six issues: the relationship between educational policy control and financial support provisions; the protection of institutional flexibility; the tendency of state legislatures to be restrictive; the acquisition and use of information for coordination and planning; the proper role of the federal government in funding; and a growing sense of consumerism. (Author/TR)

ED 156 296 JC 780 394
Lombardi, John
Community Education: Threat to College Status? Topical Paper Number 68.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 78
Note—45p.
Pub Type—Books (010)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, College Credits, *College Role, Community Colleges, *Community Education, Community Services, Credit Courses, Delivery Systems, Enrollment Trends, Financial Support, *Junior Colleges, Nontraditional Students, Outreach Programs, School Community Cooperation

This paper addresses the problems surrounding adult basic education, adult education, continuing education, and community services. It begins by attempting to sort out the often confusing and overlapping use of these designations by community college educators; and then presents a picture of popular community college activities. The functions, activities, and services covered by the term "community education" may be offered as degree-college-credit, non-degree-college-credit, non-college-credit, and noncredit; and as individual nonclass events varying in length. The activities may be college- or community-sponsored or may be jointly sponsored by a college and a public agency or private group. In addition, they can be held on- or off-campus, in classrooms and through media. Students and participants generally fall under the nontraditional student heading. Headcount enrollments in community education courses are usually far larger than enrollments in the degree-oriented occupational and transfer courses. The priority for state and local funding for community college courses, programs, and activities has been and will likely continue to be for credit, degree-oriented courses. Hence, there is a current trend toward making adult and continuing education, and community service activities self-supporting. (TR)

ED 158 794 JC 780 451
Pezzullo, Diane, Comp.
About Staff Development. A Brief Highlighting Important Literature Since 1970 on Community College Staff Development.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Note—26p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administration, *Annotated Bibliographies, *College Faculty, Community Colleges, Consortia, *Faculty Development, Inservice Teacher Education, Instructional Design, Interinstitutional Cooperation, *Junior Colleges, Part Time Teachers, Professional Continuing Education, *Program Development, Small Colleges, Staff Improvement, Teacher Workshops
Identifiers—Information Analysis Products

This brief, divided in to seven sections, focuses on community college staff development. The introductory section discusses the necessity of staff development and its purposes, the forms its activities take, and the components of effective programming. As indicated in the literature, effective programs should be holistic, reflect the goals of the faculty involved, and consist of three facets: (1) instructional development which involves problem-solving, evaluation, diagnosis, microteaching, methodology/technology, and instructional design; (2) organizational development, including departmental decision-making and conflict management, and team and management building; and (3) personal development through life planning workshops, interpersonal skills training, personal growth workshops, and supportive and therapeutic counseling. The remainder of the brief presents an annotated bibliography on staff development of published and unpublished materials from the ERIC files divided into six sections: comprehensive sources; examples from the colleges; particular staff needs; strategies for promoting staff development; rural and small colleges; and regional, state, and national cooperative and consortium arrangements. (TR)

ED 158 799 JC 780 456
Sanchez, Bonnie M., Comp.
About Staff Evaluation: A Brief Highlighting Important Literature Since 1966 on Community College Staff Evaluation.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Note—23p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Personnel, *Administrator Evaluation, *Annotated Bibliographies, College Faculty, Community Colleges, *Evaluation Methods, *Faculty Evaluation, *Junior Colleges, Part Time Teachers, *Personnel Evaluation, Presidents, Student Evaluation of Teacher Performance
Identifiers—Information Analysis Products

This brief focuses on staff evaluation in the community college. An introductory section reviews the major concerns presented in the literature relative to implementing evaluation programs; determining specific objectives; rating scales for administrator evaluation; a four-step program for appraising a college president's performance; evaluation methods; inservice training for faculty; student evaluation of faculty performance; and the correlation between satisfaction with teaching, community educational support, and total job satisfaction with student rating of teaching effectiveness. In addition, the problems not treated in the literature are cited. Following this, an annotated bibliography of both published and unpublished materials from the ERIC system files is organized into six sections: an overview of staff evaluation (5 items), evaluation of administrators (6), faculty evaluation (12), evaluation of part-time faculty (3), student evaluation of faculty (7), and evaluation of non-instructional personnel (4). (TR)

ED 158 822 JC 780 481
Charles, Searle F., Ed.
Balancing State and Local Control. New Directions for Community Colleges, No. 23.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—117p.
Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.00)
Journal Cit—New Directions for Community Colleges; v6 n3 1978
Pub Type—Journal Articles (080)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Administrative Policy, Community Colleges, Community Control, Decision Making, *Governance, Government Role, Government School Relationship, *Institutional Autonomy, *Junior Colleges, *Local Government, State Aid, *State Government
Identifiers—Connecticut, Florida, Information Analysis Products, Michigan, Pennsylvania

The successes and failures in balancing state and local control of public community colleges are explored in this collection of essays describing effective and non-effective coordinating and planning efforts. Vincent S. Darnowski explores the Connecticut community colleges' struggle with a centralized state bureaucracy. Sidney W. Brossman uses the California community college system to demonstrate the substantial investment by local taxpayers in the preservation of local autonomy. Harold James Owen, Jr. explores Florida's solution to the balance between state financial support and local control. Fred L. Wellman outlines a 'joint partnership' approach. William A. Koehnline discusses the place of the community college in a statewide network of coordinating and planning agencies. John C. Mundt notes the development of a new decision-making process based on the interaction of public sector interests. Elwood A. Shoemaker relates the responsibility for funding in Pennsylvania. George V. Moody deals with state and local decision-making. Philip J. Gannon reviews Michigan's developing methods for maintenance of autonomy. Andrew Hill reviews the literature concerning the state-local control issue. (MB)

ED 160 141 JC 780 500
Sanchez, Bonnie M., Comp.
About Community College Counseling: A Brief Highlighting Important Literature Since 1972 on Counseling in the Community College.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Note—27p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Colleges, *Counseling, Counseling Effectiveness, Counseling Goals, Counseling Programs, Counselor Evaluation, Counselor Role, Guidance Functions, *Junior Colleges, Paraprofessional School Personnel, Peer Counseling, Program Descriptions, Vocational Counseling
Identifiers—Information Analysis Products
The introductory section of this brief on counseling in the community college reviews the major concerns presented in the literature relative to student counseling services, professional associations, the Computerized Vocational Information System, peer and paraprofessional counselors, cultural factors influencing counseling, counseling special groups of students, and the most important objectives of community college orientation courses. Following this, an annotated bibliography of both published and unpublished materials from the ERIC system files is organized into eight sections: overview of college counseling (6 items), program descriptions (5), counselor role and function (6), career counseling (8), counseling diversified students (13), peer/paraprofessional counseling (5), evaluation (6), and special concerns (4). (MB)

ED 160 179 JC 780 552
Pazzulla, Diane
About Student Attrition/Retention in the Community College: A Brief Highlighting Literature Since 1973 on Community College Student Attrition/Retention.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Note—27p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, Community Colleges, Definitions, *Dropout Characteristics, Dropout Prevention, *Dropout Research, Dropouts, Followup Studies, *Junior Colleges, Persistence, Research Methodology, *School Holding Power, Withdrawal
Identifiers—Information Analysis Products
This brief focuses on student attrition and retention in the two-year college. An introductory section discusses the definitions of attrition used in studies of student persistence; and how these definitions, which often include students who are actually completers in terms of their own educational goals, may exaggerate attrition rates, which are reported in the literature to range from 20.9% to 70.5%. Studies indicate that dropouts tend to be part-time students, vocational/technical or business majors, members of ethnic minorities, older students, women, and Protestants. Research studies have also addressed the reasons for attrition and tried to determine possible solutions to the problem. The remainder of the brief presents an annotated bibliography on attrition and retention consisting of published and unpublished materials from the ERIC files divided into six sections: general works on and definition of attrition/retention; findings from the colleges; programs and methods of reducing attrition; special groups of students and attrition; withdrawal from courses; and methodology and use of follow-up studies. (MB)

ED 162 685 JC 780 605
Marty, Myron A., Ed.
Responding to New Missions. New Directions for Community Colleges, No. 24.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—114p.
Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.00)
Pub Type—Journal Articles (080)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Cognitive Ability, Cognitive Objectives, Collective Bargaining, *College Faculty, *College Role, Community Colleges, Community Involvement, Community Role, *Educational Objectives, Humanities Instruction, *Junior Colleges, Literature Reviews, Peer Evaluation, Student Evaluation of Teacher Performance, Teacher Attitudes, *Teacher Role
Identifiers—Information Analysis Products
Aspects of the community college environment, and the role of the community college are explored from a faculty viewpoint in this collection of essays. Robert A. Whisnant outlines the tasks in preparing for new educational missions. Bette Slutsky questions the direction community colleges are taking toward remedial and vocational responsibilities. J. Louis Schlegel discusses issues and options in humanities instruction. Suzanne Kaplan and Gordon Wilson explore interdisciplinary, independent study. Mary A. Stevens describes ways faculty help to create and support new methods to meet community needs. Donald W. Green and others examine a rural community college with a comprehensive community service program. L. Mark Ludwig stresses that the most effective instructional systems accommodate learners' cognitive styles, academic weaknesses, and cultural background. Malcolm Goldberg discusses the role of faculty in meeting community needs. Robert G. Martin looks at cognitive therapy. Billie Dziech presents a critical view of peer evaluation. Trudy Haffron Bers and Mary Olson discuss student evaluation of teacher performance. Hanna Weston and others analyze the dynamics of collective bargaining. Myron A. Marty stresses the college's need to reestablish its legitimacy. Andrew Hill reviews the literature on the topic of new missions. (MB)

ED 162 686 JC 780 606
Cantor, Harold Martens, Kay
The Humanities in Two-Year Colleges: What Affects the Program?
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—78
Note—55p.
Pub Type—Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Curriculum, College Environment, Community Colleges, Community Influence, Community Service Programs, *Curriculum Development, *Curriculum Problems, *Declining Enrollment, Enrollment Influences, *Environmental Influences, Financial Support, *Humanities, Humanities Instruction, *Junior Colleges, National Surveys, Political Influences, Questionnaires, State Agencies, Transfer Policy
In an effort to determine external and internal reasons for program, course, enrollment, and instructional differences in the strength of the humanities curriculum at two-year colleges, 20 colleges representing a variety of sizes, geographic locations, means of control, and program emphases were selected for site visits. Interviews revealed that though patterns of interaction and control varied, state regulatory agencies and legislation affected the colleges' programs, especially through funding reviews, program and course approval, and requirements for data collection. Humanities requirements of transfer institutions constituted an additional external influence. Neither the socio-economic status nor ethnic make-up of the community had consistent effects on the humanities, nor did the needs of local high schools nor the potentially influential community-service programs. The most important internal influence was a strong president or board; others included program funding, incentives for faculty and curriculum development, humanities grants, and instructional resources. Effects on humanities enrollments varied; seven institutions experienced increases attributed to new humanities requirements and nine experienced decreases attributed to growing vocational programs. Faculty, department chairpersons, and deans of instruction viewed the enrollment shifts differently, as they did the role and future of the humanities in the two-year college. (Recommendations and the interview form are included.) (AYC)

ED 162 687 JC 780 607
Brower, Florence M.
Academic Courses for the Health Programs. Junior College Resource Review.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 78
Note—6p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, Bibliographies, College Curriculum, College Science, Community Colleges, *Health Occupations, *Health Occupations Education, *Junior Colleges, *Literature Reviews, Nurses Aides, Nursing
The paucity of material dealing with academic programs for the health professions in two-year colleges is reflected in this review of studies and reports which show great variety in their primary focus and in the disciplines involved. Cited in this literature review are: syllabi for courses in anatomy, physiology, and chemistry; a report on biological course prerequisites at a variety of institutions, including those granting nursing, medical technology, and pharmacy degrees; a compilation of conference papers dealing with biomedical education; descriptions of nursing curricula and students; discussions of the aged and aging, death and dying, and student motivation; several studies concerned with ethics in the health professions; and descriptions of interdisciplinary programs. A bibliography is included. (AYC)

ED 162 706 JC 790 008
Friedlander, Jack
Using the Talents of Part-Time Faculty. Junior College Resource Review.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 78
Note—6p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Policy, *College Faculty, Community Colleges, *Faculty Development, *Junior Colleges, *Literature Reviews, *Part Time Teachers, Teacher Administrator Relationship, Teaching Procedures, Teaching Quality
Identifiers—Information Analysis Products
Although part-time instructors now account for over 56% of the total number of faculty members in the two-year college, little information exists on the impact this segment of the instructional staff has on the quality of a college's educational program. At most institutions, part-time instructors are not given the same opportunities, support services, or responsibilities as their full-time counterparts, and no research has been conducted on the effects these policies have on the instructors' ability to perform their roles effectively. A number of community colleges have instituted professional development programs for their part-time faculty in the form of handbooks, orientation programs, and in-service training. However, few evaluation reports are available on the extent to which these programs have helped participants develop personally or professionally. Research is needed to identify factors that enhance the contribution part-time faculty members can make to their students, colleagues, instructional programs, and the institution itself. A bibliography is included. (MB)

PS

ED 152 419 PS 009 841
Karnes, Merle B. Lee, Richard C.
Mainstreaming in the Preschool.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—56p.
Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Environmental Influences, Evaluation Criteria, *Handicapped Students, Individualized Programs, Interaction Process Analysis, *Legislation, Literature Reviews, *Mainstreaming, Peer Acceptance, *Peer Relationship, *Preschool Education, *Program Descriptions, Severely Handicapped, Staff Improvement
Identifiers—Education for All Handicapped Children Act

This paper presents a discussion of the integration of handicapped children into preschool programs. The paper is divided into five sections. The first section defines some of the terms frequently used in discussions of mainstreaming. These terms include mainstreaming; normalization; P. L. 94-142, the law providing for education for all handicapped children; and IEP, the Individualized Education Plan. The second section presents a discussion of both the legal and legislative arguments used in favor of mainstreaming and the potential benefits of mainstreaming for handicapped and nonhandicapped children. The third section reviews research related to social interactions in integrated preschool settings. This review includes research on spontaneous interactions, the facilitation of interactions, and recommendations for future research in this area. The fourth section of the paper describes preschool programs which have successfully integrated handicapped and nonhandicapped children. The programs described include center- and research-based programs, transitional programs, and open education approaches. The final section of the paper discusses some of the issues involved in preschool mainstreaming. This discussion focuses on the training of personnel, the identification of the components of successful programs, the mainstreaming of severely handicapped children, the arrangement of the environment, and criteria for the evaluation of integrated programs. (BD)

ED 152 420 PS 009 842
House, Ernest R. Hutchins, Elizabeth J.
Issues Raised by the Follow Through Evaluation.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—19p.
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Early Childhood Education, Educational Accountability, Educational Assessment, Evaluation Methods, Federal Programs, Government Role, Primary Education, Program Effectiveness, *Program Evaluation, *Program Validation, *Research Design, *Research Problems, Statistical Bias
Identifiers—*Project Follow Through

This paper presents a discussion of issues raised in the evaluation of Project Follow Through reported by Abt Associates. The paper suggests that many of the problems inherent in the design of both the program and the evaluation stem from the underlying assumption that one educational model could be found which would best alleviate the educational problems of the poor. The paper suggests that even when the original evaluation design was modified, substantial problems remained. The major issues and problems discussed in the paper include: (1) the belief in the existence of a best program; (2) the problem of relying on test scores; (3) the issue of program staff knowing the content of evaluation instruments and teaching to the test; (4) problems involved in designing or choosing valid instruments; (5) the existence of large intersite variations within the same models; (6) problems involved in implementing a particular model in varying sites; (7) statistical problems, particularly in the use of the analysis of covariance and the use of individual rather than class scores in the present evaluation; (8) problems involved in large scale experiments; (9) the fairness of the evaluation in terms of original intentions and later changes; (10) press coverage which tended to distort evaluation results, especially the invalid assumption that the basic skills programs were the most effective; and, (11) general questions of government policies which shaped the evaluation procedures and led to many of the subsequent problems. (BD)

ED 152 431 PS 009 857
Fein, Greta G.
Play and the Acquisition of Symbols.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 78
Note—57p.
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavior Patterns, *Cognitive Development, *Cognitive Processes, Developmental Stages, Infants, Mental Development, *Play, *Preschool Children, Preschool Education, *Pretend Play, *Symbolic Learning, Theories

This paper examines the interrelationship between children's acquisition and use of symbols and the development of imaginative play. The paper focuses on the use of pretend play as an expression of the child's capacity for symbolic functioning and as an index of intellectual development. The first section of the paper reviews developmental changes in children's play behaviors from infancy through the preschool years. Observational and experimental studies of children's play and the concomitant use of symbols during this period are presented and discussed. The second section of the paper discusses some of the theoretical issues and controversies involved in the interpretation of pretend play. This section describes and compares functional and structural approaches to the study of play behaviors. In the final section of the paper, the recent research demonstrating and defining the cognitive developmental value of play is portrayed as a beginning response to past criticisms of play oriented early childhood education programs. (BD)

ED 153 706 PS 009 843
Condry, John Kaslowski, Barbara
Can Education Be Made "Intrinsically Interesting" to Children?
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—48p.
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Early Childhood Education, Educational Strategies, Elementary Secondary Education, *Learning, *Learning Motivation, Learning Processes, Learning Theories, *Literature Reviews, Motivation Techniques, *Rewards, *Self Reward, *Student Motivation, Task Performance

This paper reviews the role of intrinsic and extrinsic motivation in children's learning. The paper contends that two types of learning exist: self-initiated learning which is intrinsically motivated, and learning initiated by another person which involves external rewards. The paper suggests that motivation is not unidimensional and that task performance reflects the motivational system involved. The paper reviews early and current research on the effects of rewards on motivation which suggest that, for educational purposes, rewards limit a student's engagement in an activity, affect what is learned, and affect a student's desire to return to the activity involved. It is also suggested that rewards have undesirable effects on the teachers who dispense them. The paper contends that education should focus more on children's intrinsic motivation for learning. A variety of research is reviewed which highlights the child's intrinsic motivation to pursue questions of patterns and regularities in the world and related causal explanations. Also reviewed are studies which focus on the child's intrinsic desire to explore solutions to new problems and to relate new information to previously acquired knowledge. The paper suggests that education should take advantage of this intrinsic motivation to learn and to understand. (BD)

ED 156 308 PS 009 690
Kilmer, Sally
Infant-Toddler Group Day Care: A Review of Research.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 77
Note—84p.; Filmed from best available copy
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Attachment Behavior, *Cognitive Development, Comparative Analysis, *Day Care Services, *Early Childhood Education, Family Influence, Infants, Literature Reviews, Peer Relationship, *Physical Health, Preschool Children, Research Needs, *Social Relations
Identifiers—*Day Care Effects

Research conducted in the United States and Canada on the effects of group care outside of family settings for 20 or more hours per week on a regular basis shows few differences between day care and home reared children on four major variables: attachment, social interactions, cognitive development, and physical health. Of nine studies of attachment, only one found significant negative effects for day care children and two replications of the design of this study did not confirm its results. In the area of social interaction, day care children were found to be less interested in strange adults but more socially active with familiar peers than were the home reared children. Infant and toddler day care generally facilitated cognitive development especially for lower working class children. In regard to the health of children, the consensus of physicians associated with day care programs is that there are no serious medical consequences of day care if the center maintains adequate space, sanitation, staff, and medical supervision. Research aimed at investigating the effects of day care has been global, directed primarily at the identification of differences between the two groups, and the children studied were attending primarily University-affiliated programs. It seems time to move on to more refined hypotheses which reflect the range of children, families, programs, and developmental phenomena available in day care settings. (JMB)

ED 158 871 PS 009 840
Sigel, Irving E. Saunders, Ruth
An Inquiry Into Inquiry: Question-Asking as an Instructional Model.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—42p.
Pub Type—Miscellaneous (999)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, Cognitive Processes, Discovery Learning, Early Childhood Education, *Inquiry Training, *Learning Processes, *Learning Theories, *Preschool Education, Problem Solving, *Questioning Techniques, Teaching Models, *Teaching Techniques, Verbal Communication
Identifiers—*Distancing Strategies

The purpose of this paper is to present a conceptual basis for advocacy of an inquiry-based instructional model. Focusing on the teacher as inquirer, the paper discusses the nature of inquiry, presents its conceptual framework and describes in detail the use of question strategies in the preschool program. The definition of inquiry analyzes structure and function of the question, particularly manifest and latent message levels. Discussion of the conceptual basis examines concepts of distancing (from the immediate behavioral environment), tension and discrepancy, relating resolution of discrepancy to cognitive growth. Types of distancing behaviors are described, with specific examples given of basic questioning strategies for the preschool classroom. Tentative conclusions point to the consistency of the concepts and rules presented with certain current theories of cognitive growth. (BF)

ED 161 512 PS 009 913
Takanishi, Ruby
Evaluation of Early Childhood Programs: Toward a Developmental Perspective.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Academy of Education, Syracuse, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—51p.
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Behavior Theories, *Child Development, *Developmental Psychology, *Early Childhood Education, Educational Theories, *Models, Program Effectiveness, *Program Evaluation

This paper presents a rationale for taking a deve-

lopmental perspective towards evaluation of early childhood programs and contrasts two models of development (organismic and mechanistic) with regard to evaluation and developmental issues. Examination of theoretical differences between the organismic model (which assumes an active organism) and mechanistic model (which assumes a reactive organism) suggests that a developmental perspective: (1) implies that behavioral observations must be analyzed with respect to their meaning in context; (2) raises the question of the meaningfulness of educational testing situations; (3) is important in the conceptualization of development in early childhood programs; and (4) leads to a shift away from a preoccupation with criterion performance to a concern with the processes underlying performance. A developmental perspective also emphasizes: changes in cognitive structures rather than behavioral change per se; discontinuity rather than continuity of change; reciprocal causality between organism and environment rather than unidirectional causality of environment on organism; and organized complexity rather than linear causality in change. The implications of these model features for assessing program effectiveness are discussed. The rationale presented for working toward a developmental perspective in evaluation highlights the involvement of participants in understanding program development, adult (staff and parent) development, and child development. (JMB)

ED 161 520 PS 010 114
Memos and Resource Lists from ERIC/ECE: 1978.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 78
Note—46p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 176, $3.50)
Pub Type—Reference Materials - Directories/-Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adoption, *Bibliographies, Bilingual Education, Child Advocacy, Child Care Workers, *Child Development, *Early Childhood Education, Educational Diagnosis, Family Day Care, Learning Activities, Parent School Relationship, *Parent Teacher Cooperation, Preschool Children, *Resource Guides, Sex Role
This collection is comprised of short memos (offering practical suggestions and ideas for teachers and parents of young children) and resource lists on various early childhood topics, prepared by the staff of the ERIC Clearinghouse on Early Childhood Education during 1978. Memos focus on parent involvement ideas for day care centers, the learning potential of water play for preschoolers, sex role development in young children, and family day care. Resource lists deal with the following topics: early childhood (including ideas for classroom materials and activities, day care administration, and childrearing); screening, readiness and diagnostic programs in early childhood; sex role development in young children; child advocacy and children's rights; parent-teacher relationships; general studies on child development and related topics; young children and the arts; bilingual education (primarily Spanish-English) in early childhood, and adoption. Order information is provided for all ERIC documents and other publications included in the resource lists. (CM)

ED 161 525 PS 010 143
O'Keefe, Ann
What Head Start Means to Families.
Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date—9 Aug 78
Note—72p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Demonstration Programs, Early Childhood Education, Exceptional Child Services, *Family Programs, *Family School Relationship, Health Services, Parent Education, *Parent Participation, *Preschool Programs, Program Evaluation, School Community Relationship, *School Services, Social Services
Identifiers—Child and Family Resource Program, Home Start, *Project Head Start, Parent Child Centers
This paper describes Head Start services to parents and families involved in the Head Start program, what the program impact has been on these families, and the goals, services, and accomplishments of other family-focused Head Start programs. There are 14 sections, most of them brief. The sections discuss sources of data information, Project Head Start Performance Standards, and ways parents contribute to the functioning of the program as decision-makers, home educators and employees. Program-community relations, service benefits to handicapped children and their parents, and gains parents receive from participating in the program are noted. Also described briefly are post Head Start parent activities in the school and community. An extensive review of the historical impact of the program on parents and families is also presented and documented with research study results. The last section focuses on 3 special Head Start demonstration programs (Parent Child Centers, Home Start, and the Child and Family Resource Program). (SE)

ED 162 718 PS 009 948
Family/School Relationships: An ERIC Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Contract—NIE-C-400-78-0008
Note—38p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #178, $3.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Early Childhood Education, Elementary Education, *Family School Relationship, *Home Programs, Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, *School Community Relationship, *School Services
This abstract bibliography cites recent ERIC documents and journal articles focusing on various aspects of family/school relationships. Entries have been grouped into five sections: Family/School/-Community Relationships; Parents and Teachers; School/Home Learning; Parents/School Supporting Services and General. Entries include resumes from "Resources in Education" (RIE), June, 1977 through August, 1978, and citations from "Current Index to Journals in Education" (CIJE), January, 1976 through August, 1978. Order information is provided at the end of the publication. Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproduction Service (EDRS). Journal articles are available only in the journals cited, not through the ERIC system. (Author/RH)

ED 162 721 PS 010 007
Bradbard, Marilyn R. Endsley, Richard C.
Developing Young Children's Curiosity: A Review of Research with Implications for Teachers.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 78
Note—43p.
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #177, $3.25)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Children, *Curiosity, *Environmental Influences, Individual Differences, Literature Reviews, Parent Role, Perceptual Motor Learning, Research Needs, *Social Influences, *Teacher Influence, Teacher Role
This review of the literature on the development of young children's curiosity is directed specifically toward teachers and other practitioners and emphasizes what socialization agents can do to influence children's curiosity. Gaps in current knowledge about children's curiosity and implications of research findings are discussed. Theoretical perspectives on children's curiosity, including trait, perceptual, mastery motivational, learning, cognitive and ethological theories, are briefly delineated. Developmental and situational factors related to curiosity are pointed out and individual differences among children's expressions of curiosity are probed. Correlates of curiosity, including intelligence, play, creativity, authoritarianism, anxiety and self-concept, are examined. The influence of situation and setting variations on curiosity, such as maternal absence, environmental deprivation, the presence of strangers, educational programs, group size, the opportunity to manipulate objects and object novelty, are reported. Findings show that adults can be instrumental in fostering and maintaining children's curiosity by being attentive, sensitive, and supportive of children's needs to explore, by answering children's questions informatively, and by displaying the positive characteristics of curious people. Areas for further research are indicated. (Author/RH)

ED 167 237 PS 009 749
Cerebral Dominance and Its Psychological and Educational Implications: An ERIC Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-78-0008
Note—52p.; Not available in hard copy due to small print size
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #173, $2.00)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cerebral Dominance, Child Development, Educational Psychology, Educational Research, *Lateral Dominance, *Learning Processes, *Neurological Organization, *Psychological Characteristics, Psychological Studies
This abstract bibliography cites recent ERIC documents and journal articles concerning the differentiated functioning of the brain hemispheres. Entries include resumes from Resources in Education (RIE), October 1973 through December 1977, and citations from Current Index to Journals in Education (CIJE), November 1974 through December 1977. (Author/BD)

ED 167 238 PS 009 750
Family Day Care: An ERIC Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-78-0008
Note—66p.; Not available in hard copy due to small print size
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #172, $2.00)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary Services, *Child Care, *Child Care Centers, *Day Care Programs, *Day Care Services, Early Childhood Education, *Family Day Care, Infants, Parent Participation, Preschool Children, Program Descriptions
This abstract bibliography cites recent ERIC documents and journal articles concerning family day care. Many entries also discuss other types of day care. Entries include resumes from Resources in Education (RIE), February 1976 through December 1977, and citations from Current Index to Journals in Education (CIJE), September 1976 through December 1977. Additional references to books, periodicals and audiovisual materials related to family day care but not available through ERIC are listed at the end of this bibliography. (Author/BD)

ED 167 239 PS 009 787
Parent Education: An ERIC Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-78-0008
Note—80p.; Not available in hard copy due to small print size
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #175, $2.00)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Child Development, *Child Rearing, Educational Objectives, Educational Programs, Family Health, Family Life Education, *Parent Education, *Parenthood Education
This bibliography cites recent ERIC documents and journal articles concerning the education of parents and prospective parents. A broad range of parental concerns–including child rearing, child development, health and school performance–are dealt with. Citations are drawn from Resources in Education (RIE), May 1976 through December 1977, and Current Index to Journals in Education (CIJE), November 1975 through December 1977. (Author/BD)

ED 167 240 PS 009 788
Children's Rights and Child Advocacy: An ERIC Abstract Bibliography.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-78-0008
Note—74p.; Not available in hard copy due to small print size
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #174, $2.50)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Agency Role, *Child Advocacy, *Childhood Needs, *Child Welfare, Civil Liberties, Community Role, *Institutional Role, *Parent Responsibility, *School Responsibility
This abstract bibliography cites recent ERIC documents and journal articles concerning the rights of children–in relation to the home, the school and other institutions–and advocacy for children. Entries include resumes from Resources in Education (RIE), January 1974 through December 1977, and citations from Current Index to Journals in Education (CIJE), November 1975 through December 1977. (Author/BD)

RC

ED 148 533 RC 010 267
Edington, Everett D. And Others
Rural Career Guidance: Administrator's Role in Implementing Change.
American Association of School Administrators, Washington, D.C.; Far West Lab. for Educational Research and Development, San Francisco, Calif.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Feb 78
Contract—400-75-0025-M-2; 400-76-0122-M-1
Note—89p.; To be disseminated at the 1978 AASA Workshop for Career Education in Small Schools ; The National Rural Career Guidance Communication Network of the Far West Lab., Ohio State Univ. Center for Vocational Education, and New Mexico State Univ. was used
Pub Type—Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrator Guides, Administrator Role, *Career Education, Committees, Community Involvement, Cooperative Education, *Educational Change, Educational Innovation, Educational Objectives, Educational Resources, Elementary Secondary Education, Guidelines, Instructional Materials, *Integrated Curriculum, Occupational Guidance, Program Content, *Program Planning, Rural Education, *Rural Schools, Vocational Education
Rural administrators play a key role in encouraging change within schools and in integrating a career education program into the existing curriculum. The guide covers innovation and its relationship to education's goal and objective; factors affecting educational change within the school, community, and administration; and the community's role in the educational change process. The implementation of an integrated career education program is described in terms of the administrative plan, curriculum development, instructional development teams, pupil personnel services, school organizations and activities program, placement services, staff development, community involvement, advisory committees, and evaluation. Three levels of career education programs are discussed: the elementary school program which should be developmental; the junior high school program which is basically explorative; and the senior high school program which provides opportunities for investigating careers in depth. Key considerations in making a cooperative vocational education program operational are suggested. Four types of community-based experiences in career education are also described: interviews, shadowing (when a student spends a day with a worker at work), field trips, and resource speakers. For the most part, these activities involve the teacher, a single student, a group of students, or the entire class, parents, and the community. (NQ)

ED 149 884 RC 010 262
Outdoor Education, A Bibliography of ERIC Abstracts: Supplement No. 7.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-75-0025
Note—118p.; For related document, see ED 136 971
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-060; $6.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Abstracts, Activity Learning, *Annotated Bibliographies, Camping, *Conservation Education, Curriculum Guides, Elementary Education, *Environmental Education, Instructional Materials, Learning Activities, *Outdoor Education, *Periodicals, Resident Camp Programs, Resource Guides, Science Activities, Subject Index Terms, Teaching Guides
A supplement to seven previous bibliographies, this bibliography provides a guide to some of the latest resource material, research findings, and/or developments in outdoor education. Part I contains 68 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1977 issue through the October 1977 issue. Part II includes 39 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from the January 1977 issue through the October 1977 issue. In addition to outdoor education, the citations cover such topics as camping, conservation education, activity learning, elementary school science, ecology, environmental education, experiential learning, natural resources, nature centers, Outward Bound, science activities, self concept, resident camp programs, educational objectives, emotionally disturbed, environment, group experience, learning activities, leisure time, and orienteering. Types of materials cited include curriculum guides, research reports, resource guides, instructional materials, program descriptions, leaders guides, program evaluations, and teaching guides. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of outdoor education. Ordering information and a list of the 16 ERIC clearinghouses and their scopes are included. (NQ)

ED 151 109 RC 010 268
Migrant Education, A Bibliography of ERIC Abstracts: Supplement No. 8.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-75-0025
Note—172p.; For related document, see ED 139 549
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin Texas 78702 (Stock No. EC-061; $8.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Abstracts, Agricultural Laborers, *Annotated Bibliographies, Career Awareness, Curriculum Guides, Early Childhood Education, Economic Factors, Educational Programs, Elementary Education, Language Instruction, Learning Modules, *Migrant Education, Migrant Health Services, *Migrants, *Periodicals, Program Descriptions, Reading Development, Socioeconomic Influences, Subject Index Terms, Unit Plan
A supplement to eight previous bibliographies, this bibliography provides a guide to some of the latest resource materials, research findings, and/or developments in migrant education. Part I contains 120 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1977 issue through the October 1977 issue. Part II cites 40 journal articles which appeared in "Current Index to Journals in Education" (CIJE) from the January 1977 issue through the October 1977 issue. In addition to migrant education, the citations cover such topics as academic achievement, agricultural laborers, American Indians, ancillary services, bilingual education, career awareness, early childhood education, economic factors, educational assessment, educational programs, employment, English as a Second Language, the family, interstate programs, language instruction, Mexican Americans, migrant children, health, housing, migrant workers, reading development, Puerto Ricans, socioeconomic influences, rural population, state programs, and teacher education. Types of materials cited include curriculum guides, research reports, learning modules, program descriptions, program evaluations, and unit plans. A combined RIE and CIJE subject index is provided. Ordering information and a list of the ERIC clearinghouses and their respective scopes are included. (NQ)

ED 151 110 RC 010 298
Ursua, Roberto, Ed. And Others
Library Services to Mexican Americans: Policies, Practices and Prospects.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 78
Contract—400-75-0025
Note—187p.; Prepared by University of Texas Mexican American Library Project Staff
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-062; $9.50)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Bibliographies, Bilingual Education, Information Services, Integrated Activities, Library Acquisition, Library Administration, Library Collections, Library Programs, *Library Role, *Library Services, Library Skills, *Mexican Americans, Models, Organizations (Groups), Politics, *Public Libraries, *School Libraries, *University Libraries
Much has happened in the field to alter the nature of library services to the Mexican American. The newest areas of library services available to Mexican Americans are at the public school and at the university level. This paper brings together some new concepts, trends, and feelings in the areas of library services in general, and in public, school, and university library services for Mexican Americans. Topics discussed are: a systematic review and analysis of library services for the Spanish speaking; concepts of information services in a Chicano context; library services to Mexican Americans in Texas (a statement presented before the U.S. Com-

mission on Libraries and Information Science); the national concern of library services to the Spanish speaking (testimony presented to the National Commission on Libraries and Information Science); library reform sought by REFORMA, a bilingual librarians' group; public library boards, the Chicano and the political process; a model for public library services in the Mexican American community; some problems and recommendations about the impact of bilingual education on school library services; the integration of library skills instruction with the bilingual/bicultural program; Chicano periodicals as classroom resources; an overview of Chicano libraries, special collections, and projects currently in existence; the Mexican American Library Project, a model for university service to the Spanish-speaking people. A 51-item bibliography of library related and non-library related sources is appended. (NQ)

ED 151 114 RC 010 343

Rural Career Guidance: Abstracts of Current Research, Materials, and Practices.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; New Mexico State Univ., Las Cruces.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—400-75-0025-M2

Note—201p.; Product of the National Rural Career Guidance Communication Network

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-063, $9.50)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Abstracts, Adult Education, *Annotated Bibliographies, Career Awareness, *Career Education, Career Planning, Communication Satellites, Curriculum Development, Developmental Programs, Occupational Aspiration, Occupational Choice, *Occupational Guidance, Periodicals, Program Descriptions, Program Development, *Rural Areas, Rural Education, Rural Schools, Rural Youth, *Vocational Counseling, Vocational Education

The annotated bibliography provides a guide to the latest resource material, research findings, and/or developments in rural career guidance found in the ERIC system. Section I contains 158 citations and abstracts which have appeared in "Resources in Education" (RIE). RIE document resumes include the ERIC accession number, author(s), title, source(s), publication date, ERIC Document Reproduction Service (EDRS) prices or an alternate availability, and the abstract. Section II includes 22 citations of journal articles which have appeared in "Current Index to Journals in Education" (CIJE). CIJE entries include the article title, personal author(s), journal title (sometimes abbreviated), publication date, and information on the volume, number, and pages. Short annotations are given only when the article can not be described adequately by a combination of descriptors, identifiers, and information in the title. In addition to rural career guidance, the citations cover such topics as adult education, career awareness, career choice, career education, career planning, communication satellites, curriculum development, educational television, inservice teacher education, occupational aspiration, occupational information, program effectiveness, rural youth, and vocational education. A combined RIE and CIJE subject index is included as well as ordering information and a list of the 16 ERIC Clearinghouses and their scopes. (NQ)

ED 151 122 RC 010 382

Medicine, Bea

The Native American Woman: A Perspective.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—400-75-0025

Note—122p.; Photographs will reproduce poorly

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-064; $6.00)

Pub Type—Books (010)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*American Indians, *Anthropology, Change Agents, Cultural Background, Differences, Education, *Females, Futures (of Society), *History, Income, Legal Problems, Marriage, Religion, Sex Differences, *Sex Role, *Social Change, Stereotypes, Tribes

Identifiers—Cheyennes, *Native Americans

Presenting varied perspectives describing the Native American woman, this book is divided into six chapters as follows: (1) Native Americans and Anthropology (this chapter illustrates the way in which anthropologists have helped stereotype American Indian women); (2) The Native American Woman in Ethnographic Perspective (emphasizing role variations and tribal differences, this chapter points up the importance of cultural background); (3) The Native American Woman in Historical Perspective (emphasis on the negative stereotyping of American Indians by historians, with the assertion that the historian typically stereotyped more severely than the anthropologist); (4) The Plain's Native American Woman (emphasis on Cheyenne sexual roles, sexual rites, and sexual taboos); (5) The Native American Woman in Transition (lengthy excerpts from a biographical account by Bonnin and a semi-autobiographical account by Soyawayma, both women who have experienced change agent roles); (6) A Perspective of the Issues and Challenges Facing the Contemporary Native American Woman (low income; legal problems; sexism; the Women's Movement; questions re: marriage, identity, and inter-tribal marriage; education; and religion). (JC)

ED 151 138 RC 010 419

Garcia, Odalmira L.

Chicana Studies Curriculum Guide, Grades 9-12.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 78

Contract—400-75-0025

Note—157p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-065, $7.00)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—American Indians, Art Expression, Childrens Literature, Cultural Awareness, *Cultural Background, Cultural Factors, *Curriculum Guides, Educational Background, Enrichment Activities, Feminism, Folk Culture, Literature, Mexican American History, *Mexican Americans, Music, Resource Materials, Role Perception, Secondary Education, *Sex Role, *Social History, Sociocultural Patterns, Supplementary Reading Materials, Units of Study, *Womens Studies

Identifiers—*Chicanas

Intended to give Chicanas a balanced perspective of themselves which will make them aware of their rich heritage and able to understand themselves and their community, the guide focuses on Chicana resource materials which provide a setting whereby Chicanas can become cognizant of past and present Chicano contributions in order to define the future roles that they will play. The guide covers Chicanas in history; education and the Chicana; the Chicana and society–movements, institutions, studies, and mass media; the Chicana in literature; folklore; art–what the Chicano expresses through art; and Chicanas in music. Each area includes an introduction; overall objectives; a topical outline–topics covered and required and suggested readings; an outline of concepts covered–objectives, activities, materials, required and suggested readings, and expected outcome; and a listing of several enrichment activities. It is suggested that instruction include flexibility in the selection and completion of self-directed activities and alternative approaches to the subject matter. Small group processes are recommended to provide a setting for free interaction and value clarification which should stimulate exploration of and responsibility for personal role definition. (NQ)

ED 160 264 RC 010 714

Donaldson, Kloyd N.; Eddington, Everett D.

Consultant Directory for Rural Career Guidance.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Aug 78

Grant—G007701948;

Note—75p.

Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Exploration, Community Relations, Community Resources, *Consultants, Counseling, *Directories, Evaluation, *Guidance, Placement, *Program Planning, Rural Areas, *Rural Schools, Staff Improvement

The National Rural Career Guidance Project for Rural and Small Schools was designed to promote active exchange of information among rural schools and to provide services to administrators, counselors, and teachers wishing to implement or upgrade career guidance activities in their schools. The directory was developed for the purpose of providing school personnel with names, addresses and other pertinent information related to career guidance consultants within their geographic area. The 25 consultants were gleaned from 421 nominees received by soliciting state directors of vocational education, career education, or guidance, as well as counselor educators and intermediate educational agencies. Those making recommendations were asked to pay particular attention to four aspects of their nominees: experience in career guidance, experience in rural schools, resources available to the nominees, and time available to devote to work with rural school groups. The directory has been organized by state in alphabetical order. The name, address, position, telephone number, and areas of expertise are given for each consultant. (BR)

ED 160 334 RC 010 871

Wheat, Valerie, Comp. Conrad, Judi, Comp.

Rural Women and Education: Annotated Selected References and Resources. Bibliography Series: 6.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Women's Educational Equity Communications Network, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 78

Contract—300-77-0535

Note—30p.

Available from—WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($2.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, Agriculture, *Annotated Bibliographies, Bibliographies, Books, Directories, *Educational Needs, *Females, Futures (of Society), History, Occupational Aspiration, Occupations, *Organizations (Groups), Publications, Research Needs, *Rural Population, *Working Women

Identifiers—*Rural Women

Both literature and organizational citations are included in this annotated bibliography on rural women. Literature citations range between 1939 and 1977, with the majority of the citations representing literature published in the 70's. Designed to stimulate further investigation and dissemination of information on rural women, this bibliography includes the following: bibliographies (5 citations); historical and contemporary perspectives (20 citations); educational, occupational, and personal aspirations (11 citations); education (9 citations); work (16 citations); periodicals (8 citations); resource groups, including a national directory, a list of rural women's groups (6 citations), a list of women's groups with rural interests (5 citations), and a list of national groups with rural interests (23 citations). The organizational citations include addresses, phone numbers, contact persons, and a brief overview of the organization's activities and interest areas. (JC)

ED 160 335 RC 010 883
Donaldson, Kloyd N. Edington, Everett D.
Exemplary Career Guidance Programs.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.
Pub Date—78
Grant—G007701948;
Note—93p.
Pub Type—Reference Materials - Directories/-Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Exploration, Career Planning, *Demonstration Programs, *Directories, Elementary Secondary Education, *Guidance, Occupational Guidance, Rural Schools, Rural Youth, Special Education, *Vocational Counseling
Youth from rural areas of the country need to learn about themselves, their work opportunities, and careers available to them. The National Rural Career Guidance Communication Network was designed and implemented to provide assistance to teachers, counselors, and administrators desirous of implementing or improving rural career guidance and counseling programs in their schools. The 70 exemplary programs in this directory were compiled by making direct requests for recommendations to: state directors of vocational education, career education, or guidance; counselor educators; intermediate agencies; and various other organizations with a rural and/or vocational education interest. Programs are listed by state in alphabetical order; included in the listings are contact persons, brief program descriptions, audiences, types of people involved, primary events and activities, facilities, materials, program costs, funding sources, and information related to publicity and observational requirements. An index provides references to programs with special emphasis. For programs with identical titles, distinction is made by adding the locality to the program title. All geographic regions of the United States are represented; programs are from high schools, school districts, state departments of education, and intermediate administrative units. (BR)

ED 164 166 RC 010 955
American Indian Education, A Bibliography of ERIC Documents. ERIC/CRESS Supplement No. 9.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Note—150p.; Parts may not reproduce clearly due to print quality
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-067, $8.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Alaska Natives, American Indian Languages, *American Indians, Annual Reports, *Bibliographic Citations, *Bibliographies, *Bilingual Education, Canada Natives, Career Education, Census Figures, Community Colleges, Economic Development, Elementary Secondary Education, Eskimo Aleut Languages, Eskimos, *Federal Legislation, Federal Programs, Females, *Health Services, Laws, *Library Services, Nonreservation American Indians, Periodicals, Social Services
Identifiers—Alaska, *American Indian Education, *American Indian Studies, Bureau of Indian Affairs, Canada
Compiled for American Indian parents, educators, researchers, school administrators, professional organizations, information specialists, students and educational practitioners interested in locating educational resources on the American Indian, Canada Natives, and Alaska Natives, this bibliography supplements nine previous publications. Section I presents approximately 258 citations which appeared in Resources in Education (RIE) between June 1, 1977 and June 1978. Each RIE citation includes: an ERIC accession number (ED); author(s); title; source; date of publication; availability; descriptors, and identifiers. Section II presents approximately 197 citations for Current Index to Journals in Education (CIJE) which appeared between June 1977 and June 1978. Each CIJE citation includes information comparable to that of the RIE citations and annotations are provided. Section III lists CRESS' previously published American Indian bibliographies. Section IV lists the names, addresses, and scopes of the 16 ERIC Clearinghouses and Section V provides an order blank with ordering information. Covering a wide variety of materials, the subject areas most frequently cited in this bibliography include: Federal Legislation, American Indian Studies, Annual Reports, Education, Library Services, Health Services, Bilingual Education, Bibliographies, Federal Programs, Health Services, and Laws. (RTS)

ED 164 167 RC 010 956
Mexican American Education, A Bibliography of ERIC Documents. Supplement No. 8.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Note—115p.; Parts may not reproduce clearly due to print quality
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-068, $6.50)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, Adjustment (to Environment), *Bibliographies, Bilingual Education, *Citation Indexes, Cultural Background, Enrollment, Library Services, Mexican American History, *Mexican Americans, *Periodicals, Reading, *Reference Materials, Self Esteem
A supplement to eight previous bibliographies, the present bibliography cites the latest research findings and/or educational developments in Mexican American education. Part I contains 227 citations which appeared in the June 1977 through June 1978 issues of "Resources in Education" (RIE). Part II contains 127 annotated journal article citations which appeared in "Current Index to Journals in Education" (CIJE) from June 1977 through June 1978. Entries are arranged by ERIC accession numbers (ED numbers for RIE and EJ numbers for CIJE), starting with the lowest number first. Heading each section is a subject index which will aid the reader in locating citations pertaining to a given subject area. Among the topics covered are academic achievement, bilingual education, bilingualism, career education, counseling programs, court litigation, cultural background, cultural differences, demography, educational problems and programs, English as a Second Language, handicapped students, higher education, language development, library services, literature, mental health, political power, senior citizens, testing, women, health care, and school integration. Also included are a list of the previous eight bibliographies, ordering information, and a list of the ERIC (Educational Resources Information Center) clearinghouses and their respective scopes. (NQ)

ED 164 168 RC 010 957
Outdoor Education, A Bibliography of ERIC Documents. Supplement No. 8.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Note—54p.; Parts may not reproduce clearly due to print quality
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (EC-069, $3.75)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bibliographies, Camping, Ecology, *Elementary Secondary Education, Environmental Education, *Experiential Learning, Handicapped, Higher Education, Natural Resources, *Outdoor Education, Physical Education, Program Descriptions, Research Needs, *Resource Guides, Sensory Experience, *Subject Index Terms, Teaching Guides
Identifiers—Adventure Education, *Outward Bound
A supplement to eight previous publications, this bibliography includes recent resource materials, research findings, and developments in outdoor education. Citations are derived from the June 1977-June 1978 issues of Resources in Education (RIE) and Current Index to Journals in Education (CIJE). The bibliography is divided into two major sections covering RIE and CIJE citations. Each section is preceded by a subject index. Among the subjects listed in the RIE subject index are the following: adventure education, ecology, environmental education, experiential learning, handicapped, orienteering, Outward Bound, program development, program evaluation, program planning, recreation, residential programs, sensory experience, and site development. Document types found in this bibliography include the following: bibliographies, directories, guides, program descriptions, and resource and teaching guides. Among the subjects listed in the CIJE subject index are the following: botany, camping, death, ecology, environmental education, experiential learning, field trips, handicapped, higher education, land use, marine biology, natural resources, physical education, recreational activities, research needs, science activities, teacher education, and urban studies. There are 49 citations listed in the RIE section and 75 citations listed in the CIJE section. Ordering information and a list of the 16 ERIC clearinghouses are included. (JC)

SE

ED 144 840 SE 023 180
Suydam, Marilyn N. Higgins, Jon L.
Activity-Based Learning in Elementary School Mathematics: Recommendations from Research.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Note—203p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.50)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Activity Learning, Annotated Bibliographies, *Elementary School Mathematics, Elementary Secondary Education, Games, Instruction, Laboratories, *Manipulative Materials, *Mathematics Education, *Research Reviews (Publications)
Research conducted in grades K-8 on activity-based teaching approaches, including studies on the use of manipulative materials, is reviewed and synthesized in this report. On the basis of the synthesis, it was concluded that lessons using manipulative materials have a higher probability of producing greater mathematical achievement than do non-manipulative lessons. Use of both manipulative materials and pictorial representations is highly effective; symbolic treatments alone are less effective. The use of materials appears to be effective with children at all achievement levels, ability levels, and socioeconomic levels. Activity-oriented programs and the use of mathematic laboratories can be expected to result in achievement at least as high as when activities are not emphasized. Other conclusions are also presented, plus implications for further research. Implications for classroom practice and five guidelines for those planning projects or selecting programs are presented. (MS)

ED 147 184 SE 023 364
Higgins, Jon L., Ed. Heddens, James W., Ed.
Remedial Mathematics: Diagnostic and Prescriptive Approaches. Papers from the First National Conference on Remedial Mathematics.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Note—141p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212

($3.50)
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Clinical Diagnosis, Conference Reports, *Diagnostic Teaching, *Educational Diagnosis, Elementary School Mathematics, Elementary Secondary Education, Instruction, Mathematical Models, *Mathematics Education, *Remedial Mathematics
The papers in this publication were developed from speeches and reactions presented at the first National Conference on Remedial Mathematics held at Kent State University in 1974. Papers focus on identifying and describing the remedial mathematics student, classroom diagnosis, clinical diagnosis, the diagnostic process, and promising procedures and directions in remediation. In addition to reactions to each paper, a conference summary is included. (MS)

ED 147 197 SE 023 417
Wheatley, John H.
Affective Instruments in Environmental Education.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Note—19p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($1.00)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitudes, Ecology, *Environmental Education, Evaluation, *Measurement Instruments, Research Reviews (Publications), Science Education, Social Values, Test Reviews, *Tests, *Values
This document reviews 14 instruments for measuring attitudes and values in environmental education. Comments are made on the strengths and weaknesses of the instruments and the restricted nature of their content. Lists of additional sources and references cited are also included. (SL)

ED 148 602 SE 023 474
Mallinson, George G.
A Summary of Research in Science Education - 1975.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—272p.; For 1974 Edition, see ED 116 965
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 ($6.50)
Pub Type—Books (010)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—College Science, Curriculum, *Educational Research, *Elementary School Science, Instruction, Literature Reviews, *Research Reviews (Publications), *Science Education, Science History, *Secondary School Science, Teacher Education
This review for 1975 has been issued to analyze and synthesize research related to the teaching and learning of science completed during the year. The review is intended to provide research information for development personnel, ideas for future research, and an indication of trends in research in science education. Research has been listed in general categories of: (1) History and Status; (2) Piaget; (3) Classical Science Disciplines; (4) the Teacher; (5) Methods; (6) Special Problems; and (7) Foreign Science Programs. In all, 379 separate studies are cited in the bibliography and most are mentioned in the text. Many intermediate summations and generalizations are included at the end of sections and subsections. (SL)

ED 148 603 SE 023 475
Showalter, Victor
Guide to FUSE Modules Abstracted in RIE-1976.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Note—117p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
Pub Type—Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Educational Resources, Elementary School Science, Elementary Secondary Education, *Guides, Instructional Materials, *Resource Guides, Resource Units, Science Education, *Science Units, Secondary School Science, Teaching Guides, *Unified Studies Programs
This guide provides a resource for teachers interested in developing unified science instructional units, and is a guide to potential modules that can be assembled into instructional units with a minimum of materials, equipment, and time. All modules included were selected from documents abstracted in "Resources in Education (RIE)" and available through the Education Resources Information Center (ERIC) system. Module ideas are indexed via ERIC document number (ED number) under themes including: general concepts, process, phenomenon, problem, cause-effect, density, energy, evolution, force, perception, population, system, and others. An abstract of each module idea is then listed in order by ED number. Each abstract includes components, status, materials, mode, grade, text, target, themes, and a brief description. (SL)

ED 148 628 SE 023 762
Rowe, Mary Budd, Ed.
What Research Says to the Science Teacher. Volume I.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Science Teachers Association, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—102p.
Available from—National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, D.C. 20009 (Stock Number 471-14734, $3.50)
Pub Type—Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum, *Educational Research, Field Trips, Inquiry Training, *Instruction, Research, Research Reviews (Publications), *Science Education, *Science Teachers, Scientific Attitudes, Scientific Research
This publication is designed to inform practicing science teachers of recent, relevant research results in the field of science education. Articles are written to identify ideas of practical application in the science classroom, to inform science teachers of the kinds of research which need to be done to supply answers to current concerns, and to make science teachers aware of relevant research in their field. This issue reviews science education research in the areas of: (1) science learning and gains in language and reading; (2) inquiry training and questioning techniques; (3) student science attitude and achievement; (4) learning in science laboratories, and (5) learning during field trips. (SL)

ED 150 018 SE 023 919
McCabe, Robert H., Ed.
Current Issues in Environmental Education - III: Selected Papers from the Annual Conference of the National Association for Environmental Education (6th).
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Note—279p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Conference Reports, Curriculum, *Elementary Secondary Education, Energy, *Environmental Education, Instructional Materials, *Learning, Natural Resources, Population Education, *Program Descriptions, *Values
This is the third in a series of publications utilizing papers presented at the annual conference of the National Association for Environmental Education. The 29 selected papers are divided into the following categories: Energy, International Environment, Population/Population Education, Natural Environment, Values, Learning, and Curriculum and Program. These papers provide information and available knowledge on a wide spectrum of topics in environmental education. A listing of references is included with each paper. (MA)

ED 150 019 SE 023 920
Steiner, Robert L., Ed. Fox, Fred W., Ed.
1978 AETS Yearbook - Science Education: Past or Prologue. Glimpses of the Past as an Aid to the Future.
Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Note—278p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.50)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Inservice Teacher Education, *Preservice Education, *Science Education, *Science Education History, Science Supervision, Science Teachers, *Teacher Education, Teacher Educators, Yearbooks
Identifiers—*Association for Education of Teachers in Science
In this fifth annual yearbook of the Association for the Education of Teachers in Science, nineteen persons who have been active in science education over the past 25 years have contributed their personal recollections about changes they have seen in science teacher education or in curriculum and instruction in science. The articles include: (1) reflections on twenty-seven years of teacher education; (2) a look at science for children; (3) a review of some revolutionary changes in science education, 1850-1950; (4) a review of thirty years of science education at Harvard; and (5) a discussion of the impact of National Science Foundation institutes on science teacher education. (Author/BB)

ED 150 026 SE 023 976
Coon, Herbert L. Price, Charles L.
Water-Related Teaching Activities.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 77
Note—156p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.00)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Elementary Secondary Education, *Environmental Education, *Instructional Materials, Natural Resources, Pollution, Science Activities, Science Education, *Social Studies, *Water Resources, World Problems
This publication is designed to provide interested teachers with teaching activities for all grade levels and subject areas that can be used to help students learn about water resources. For each activity, the purpose, level, subject, and concept are given. Activities are organized by grade level. Most of these water related learning activities are science (77) or social studies (46) activities with several mathematics, art, language arts, and music activities included. In general, the activities involve the students in investigations to answer given questions designed to stimulate student thought on water use and management. A section is also included that contains lists of films, filmstrips, addresses of film distributors, and water testing equipment and manufacturer's ad-

dramas. (MR)

ED 152 537 SE 024 050
White, Arthur L., Ed.
National Association for Research in Science Teaching 51st Annual Meeting, Abstracts of Presented Papers (Toronto, Ontario, Canada, March 31 - April 2, 1978).
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—206p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.00)
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Abstracts, *Conference Reports, Conferences, *Educational Research, Elementary Education, Higher Education, *Professional Associations, Research, *Science Education, Secondary Education
Identifiers—National Assn for Research in Science Teaching
This publication provides abstracts of papers presented at the 51st annual meeting of the National Association for Research in Science Teaching (NARST) held in Toronto, Canada from March 31 to April 2, 1978. Entries represent a wide range of topics in science education including: cognitive development, teacher education, student behaviors, research methodology, learning theory, post hoc analysis of data, general research, multiple regression analysis, instruction, and curriculum evaluation. (SL)

ED 152 541 SE 024 054
Bowman, Mary Lynne Disinger, John F.
Land Use Management Activities for the Classroom.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 77
Note—265p.; Contains occasional light and broken type
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Class Activities, Classroom Materials, Conservation Education, Elementary Secondary Education, *Environmental Education, *Land Use, Management Education, *Science Activities, Science Education, *Teaching Guides
The activities included in this publication were selected and developed to give teachers ideas and examples of ways to implement land use management instruction in the classroom. One of the primary objectives of this compilation is to demonstrate that there is now in existence a variety of materials that focus on land use concerns. The activities, designed for student use in grades K through 12, are "action-oriented" and involve student participation throughout the school community. Each activity has been classified by the authors according to the most appropriate grade level, subject matter and land use concept involved. In addition to being classified in these categories, each activity contains: (1) a statement of purpose on how the activity may be used; and (2) a reference to a source where the activity may be found in more detail or with variations. The subject areas encompassed by these activities include science, mathematics, social studies, language arts, and fine arts. Some typical activities are planting trees, examining soil, and discussing newspaper articles. (Author/BB)

ED 152 557 SE 024 098
Schoenfeld, Clay, Ed. Disinger, John, Ed.
Environmental Education in Action - II: Case Studies of Environmental Studies Programs in Colleges and Universities Today.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Note—510p.; For related document, see ED 141 185
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($8.00)
Pub Type—Guides - General (050)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—*Case Studies (Education), *College Programs, Curriculum, Educational Programs, *Environmental Education, *Higher Education, Interdisciplinary Approach, *Program Descriptions
This book is an attempt to document the impact of environmental concerns on higher education in recent years as expressed in university courses, curricula, programs, and centers that have modified conventional disciplines or led to new multidisciplinary arrangements, schools, and colleges. The forty-five case studies presented describe environmental studies programs of both large and small colleges and universities, and encompass undergraduate general studies, varied graduate and professional programs, basic and applied research, and extension and continuing education. (BB)

ED 152 600 SE 024 166
Disinger, John F., Comp.
Environmental Education Activities of Federal Agencies.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Massachusetts Univ., Amherst. Center for High School Philosophy.; Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Note—174p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.75)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Environmental Education, *Federal Government, Federal Legislation, *Federal Programs, *Program Descriptions, *Reports, Science Education
This report presents information on the environmental education objectives, activities, accomplishments, and plans of forty-four agencies of the Federal Government. The agencies were sent a short outline of what might constitute a useful report and asked to submit a report, in narrative form, of about 1500-3000 words. The agency reports contain an overview of the general mission of the agency, an indication of the levels of involvement in environmental education, history of involvement, target audience, methods used, citations of enabling legislation, funding, grants available, products and publications, measures of success, and future plans. It is hoped that this publication will help identify gaps and needless duplication in environmental education efforts at the Federal Government level. (Author/BB)

ED 153 840 SE 024 137
Higgins, Jon L., Ed.
Research Reporting Sections; Annual Meeting of the National Council of Teachers of Mathematics (56th, San Diego, California, April 12-15, 1978). Mathematics Education Information Report.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 78
Note—104p.; Contains occasional light and broken type
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Abstracts, *Educational Research, Elementary Secondary Education, Geometry, Higher Education, *Instruction, *Learning, Mathematical Concepts, *Mathematics Education, Measurement, Problem Solving, Teaching Methods
Identifiers—*National Council of Teachers of Mathematics
Abstracts of 28 research reports are provided. The reports were prepared by investigators for presentation at the 56th annual meeting of the National Council of Teachers of Mathematics. A broad range of topics related to mathematics education is covered. Ten reports deal with problem solving, four are concerned with instructional methods, three with space and geometry, two with calculators, two with measurement, and two with conservation. Other papers deal with games, program evaluation, achievement prediction, perception of motion in pictures, and learning difficulties related to numeracy. (MN)

ED 156 446 SE 024 354
Hatfield, Larry L., Ed. Bradbard, David A., Ed.
Mathematical Problem Solving: Papers from a Research Workshop.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date—Jan 78
Grant—PES-7413493
Note—95p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($2.75)
Pub Type—Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Instruction, Investigations, *Mathematics Education, *Problem Solving, Research Methodology, *State of the Art Reviews, *Workshops
Five papers from the Workshop on Mathematical Problem Solving sponsored by the Georgia Center for the Study of Learning and Teaching Mathematics are included along with an overview of the interests and history of the Center and its organization of the problem-solving workshop. One paper contains an overview of mathematical problem solving. The other papers deal with research methodology, problem solving heuristics, Soviet studies of problem solving, and mathematical problem solving in the elementary schools. (MN)

ED 157 798 SE 024 845
Renner, John W. And Others
A Summary of Research in Science Education - 1976.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—149p.; For 1975 edition, see ED 148 602; Contains occasional light and broken type
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 ($8.95)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Science, Curriculum, *Educational Research, *Elementary School Science, Instruction, Learning, Literature Reviews, *Research Reviews (Publications), *Science Education, *Secondary School Science, Teacher Education
This review for 1976 has been issued to analyze and synthesize research related to the teaching and learning of science completed during the year. The review is intended to provide research information for development personnel, ideas for future research, and an indication of trends in research in science education. Research has been listed in general categories of: (1) Learning and Development; (2) Teaching Methods and Procedures; (3) The Education of Teachers; (4) Evaluation in Science

Education; (5) The Use of Media in Science Education; (6) The Concepts, Processes and Content of Science; and (7) College Level Research. In all, 327 separate studies are cited in the bibliography and most are mentioned in the text. Many intermediate summations and generalizations are included at the end of sections and subsections. (HM)

ED 159 062 SE 024 921
Lesh, Richard, Ed. Mierkiewicz, Diana, Ed.
Recent Research Concerning the Development of Spatial and Geometric Concepts.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 78
Note—336p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($6.00)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Cognitive Development, *Curriculum Development, *Educational Research, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, *Geometry, Secondary School Mathematics, Transformations (Mathematics)
Identifiers—Piagetian Levels, *Spatial Concepts
These 14 research reports are grouped into three broad categories based on the Piagetian level concerned. The articles concerning preoperational concepts focus on problems such as: (1) finding an appropriate mathematical description of some of the primitive mathematical concepts; (2) the role of "activities" in early concept acquisition; (3) the similarities and differences between perceptual and conceptual processes; (4) the relation between memory improvement and improved operational ability; and (5) variables responsible for the large gap between visual-visual and haptic-visual discrimination. The articles concerning the transitional phases between concrete and formal operations focus on elementary transformation geometry concepts and emphasize the role that figurative content can play in influencing the difficulty of Piaget-type tasks. Two articles in this group focus on affine transformations, similarities, or projections. The articles dealing with older subjects or formal operational concepts investigate topics such as: (1) the nature of specific mathematical concepts as they relate to the cognitive structure of the learner; (2) understanding of frames of reference by preservice teacher education students as determined by Piagetian tasks; and (3) the bias for upright figures that students exhibit in forming concepts. (MP)

ED 159 075 SE 024 956
Bowman, Mary Lynne, Comp. Coon, Herbert L., Comp.
Recycling: Activities for the Classroom.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 78
Note—145p.; Not available in hard copy due to small print throughout entire document
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.50)
Pub Type—Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Enrichment, Ecology, *Elementary Secondary Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, *Recycling, Science Education
This publication provides 80 classroom activities for the teacher. These activities are designed for elementary through high school students and are action-oriented for participation in the school community. Each activity is classified according to appropriate grade level, subject matter, and recycling concepts involved. In addition, each activity includes a statement of purpose, a reference to the source of the original activity, and a set of procedures. Some illustrations and sample work sheets are provided. The final section contains resource information on publications, organizations, and films related to recycling and environmental education. (MA)

ED 160 412 SE 025 013
Hausman, Howard J. Livermore, Arthur H.
Supply and Demand for High School Science Teachers in 1985.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 78
Note—47p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($1.50)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Employment Opportunities, Instructional Staff, Science Education, *Science Teachers, *Secondary School Teachers, Teacher Education, *Teacher Employment, Teachers, *Teacher Shortage, *Teacher Supply and Demand
This report provides information on the state of supply and demand for science teachers at the present time, and a projection of the situation in the mid 1980's. The demand for teachers since 1970, including science teachers, has fallen drastically, and very few teachers have been hired because of declining enrollment and fiscal problems. Teacher turnover has been sharply reduced creating an aging, static teacher population. Since 1973 the output of high school teachers in academic subjects has dropped 43 percent. This drop in teacher production coupled with a loss in teacher training capacity in colleges and universities will definitely lead to a shortage of science teachers in the mid 1980's, when an upturn of enrollment is expected to take place. (GA)

ED 162 895 SE 025 419
Sagness, Richard L. Sagness, Rebecca L.
Selected Science Activities in Consumer Decision Making.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—173p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Consumer Education, Curriculum, Elementary School Science, *Elementary Secondary Education, Instruction, *Instructional Materials, *Science Activities, Science Education, Secondary School Science, *Teaching Guides
This publication has been designed for use by teachers wishing to incorporate consumer education activities into their science program. Each activity is classified by grade level most appropriate for use, area of consumer education involved, specific topic, and consumer education concept involved. Activities are designated as suitable for grades 4-6, 7-9, and 10-12 although some can be adapted for use at different grade levels. Within each grade level grouping, activities are classified as relating to the consumer and the environment, foods, advertising, tools, health, clothing, product testing, or natural resources. For those activities not developed specifically for this publication, the original source of the activity is identified. (PEB)

ED 162 897 SE 025 423
Hernbrode, William R., Ed.
Multidisciplinary Wildlife Teaching Activities.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—95p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Art Education, *Conservation Education, English Education, *Environmental Education, Industrial Arts, Mathematics Education, *Natural Resources, *Natural Sciences, Science Education, Social Studies, *Wildlife Management, *Zoology
Identifiers—Wildlife Education
This guide provides information and activities descriptions designed to allow the teacher to use wildlife concepts in the teaching of various subjects. The author suggests that wildlife and animals are tremendous motivators for children and hold their attention. In the process, concepts of wildlife interaction with man and the environment are taught along with the major subject. The guide does not presuppose an extensive knowledge of science. In addition to activities and concepts tailored for a variety of classroom subjects, the guide provides a history of American wildlife, a presentation of basic concepts of wildlife education, and a bibliography of field guides, activities, life histories, and periodicals of interest to the classroom teacher seeking to use their technique. (RE)

ED 164 360 SE 026 556
Abraham, Michael R., Ed. Fox, Fred W., Ed.
1979 AETS Yearbook - Science Education/Society: A Guide to Interaction and Influence.
Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 78
Note—346p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($7.50 nonmembers, $4.25 members)
Pub Type—Guides - General (050)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Attitudes, Career Education, *Curriculum, Drug Education, Elementary Secondary Education, Environmental Education, Instruction, Science Course Improvement Project, *Science Education, Scientific Enterprise, *Teacher Education, *Technology, *Values
Identifiers—Astrology, Creationism
The sixth yearbook of the Association for the Education of Teachers in Science (AETS) is focused on some of the issues and problems that face science teachers. The publication is divided into three parts with part I containing discussions of topics of concern to society which are either science-based or a function of science teaching. Part II deals with societal institutions or social movements which influence science education. Part III contains papers concerned with the nature of the science education/society interaction. Such themes as values, interdisciplinary concerns, and relevancy run through all three parts of the yearbook. (PEB)

ED 166 051 SE 026 571
Jacobs, Judith E., Ed.
Perspectives on Women and Mathematics.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—166p.
Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Achievement, *Anxiety, Attitudes, Bibliographies, Conference Reports, *Educational Change, Elementary Secondary Education, Higher Education, Instruction, *Mathematics Education, Problem Solving, *Research Reviews (Publications), *Sex Differences, Sex Role, Sex Stereotypes, Womens Education
Identifiers—Information Analysis Products, *National Council of Teachers of Mathematics
The papers presented in the strand on "Women and Mathematics" at the 1978 Annual Meeting of the National Council of Teachers of Mathematics form the core of this monograph. Two commentaries synthesizing the presentations and offering addi-

tional suggestions for action are also included. The papers consider sex-related differences in mathematics achievement, mathematics problems, affective components, mathematics anxiety, sexism in textbooks, mathophia, factors leading to success and the role of the mathematics education community and others in promoting change. A selected bibliography is also given. (MS)

ED 167 389 SE 026 769

Aremas, Frank J. And Others

Mathematics Lessons That Live. The MATYC Journal/ERIC Monograph Series.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Nassau Community Coll., Garden City, N.Y. Dept. of Mathematics and Computer Processing.

Pub Date—78

Note—63p.

Available from—The MATYC Journal, Dept. of Mathematics and Computer Processing, Nassau Community College, Stewart Avenue, Garden City, New York 11530 ($3.75)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consumer Education, Geometry, Higher Education, Instruction, *Mathematical Applications, *Mathematical Enrichment, *Mathematics, *Mathematics Education, Probability, Secondary Education, Set Theory, Statistics, *Student Projects

Identifiers—Information Analysis Products

Several highly motivating lessons particularly pertinent to the study of mathematics in high schools and the first years of college are presented. These lessons fall into four categories: (1) problems that present a challenge and which are interesting for their own sake; (2) problems based on real situations that can be understood by the student; (3) puzzles and mathematical games; and (4) project-oriented mathematics. Included are notions from graph theory, geometry, number theory, logic, probability, statistics, consumer mathematics, and set theory. (MP)

ED 167 407 SE 026 795

Davis, Craig B., Ed. Sacks, Arthur, Ed.

Current Issues in Environmental Education - IV: Selected Papers from the Seventh Annual Conference of the National Association for Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 78

Note—252p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Conference Reports, Educational Research, *Energy, *Environmental Education, *Environmental Research, *Ethics, *Research, Science Education

Identifiers—Information Analysis Products

Included are 32 of the 73 papers presented at the 1978 conference of the National Association for Environmental Education. The papers are organized into seven sections. The first section contains a single paper on environmental ethics. The other six sections are on international environmental education, energy, systems, environmental studies, environmental education research, and environmental education programs. (BB)

ED 168 875 SE 026 994

Peterson, Rita W. Carlson, Gaylen R.

A Summary of Research in Science Education - 1977.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—130p.; For 1976 edition, see ED 157 798; Contains occasional light and broken type

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 ($8.95)

Pub Type— Information Analysis (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Cognitive Development, College Science, Educational Philosophy, *Educational Research, *Elementary School Science, Elementary Secondary Education, Higher Education, *Science Education, Science Teachers, *Secondary School Science, Student Science Interests

Identifiers—Information Analysis Products

This review presents a broad picture of science education research during 1977 and discusses how this research relates to the past and how it can be of use to teachers. The review is organized in four sections. The Overview is a presentation and discussion of research dealing with the philosophy of science education, its goals, objectives and priorities, and research related to the status of the science education research enterprise. The second part, Ex Post Facto and Survey Research, includes studies which attempt to explain a phenomenon that had already occurred and surveys about the characteristics of students, teachers, or others. The third part, Experimental Research, focuses on those studies reported in 1977 which evaluated the effect of some variable, such as a specific curriculum or method of teaching, on students or teachers. And the fourth part links the major findings in 1977 with trends and issues of the past five years of research in science education. (Author/BB)

ED 168 886 SE 027 517

Schoenfeld, Clay, Comp. Disinger, John F., Comp.

Environmental Education in Action - III: Case Studies of Public Involvement in Environmental Policy.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 79

Note—210p.; For related documents, see ED 141 185 and ED 152 557; Contains occasional light type

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.50)

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Case Studies, *Citizen Participation, Citizen Role, *Conservation Education, Environment, *Environmental Education, *Policy, *Policy Formation, Politics, Public Policy

Identifiers—Information Analysis Products

Presented here are 27 case studies of public involvement in environmental policy. These are examples of environmental education or communications programs developed by local, state, regional or national environmental action groups. The reports tell how the groups have successfully, or unsuccessfully, mobilized public opinion in favor of beneficent land use of recycling of wastes, or against a potential plant site in favor of pollution control legislation, or towards incorporating environmental studies more effectively in school curricula. (Author/BB)

ED 168 887 SE 027 518

Disinger, John F., Comp.

Alliance Affiliate Activities: Non-Governmental Organizations in Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 78

Note—162p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.50)

Pub Type— Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Conservation Education, *Consortia, *Environmental Education, Natural Resources, *Organization, Organizational Communication, Pollution, Population Education, *Program Descriptions, Science Education, Social Sciences

Identifiers—Information Analysis Products, Non Governmental Organizations, Public Interest Groups

Short descriptions of organizational structure and goals and descriptions of environmental education interests, activities, and priorities are presented for 32 nongovernmental organizations affiliated with the Alliance for Environmental Education. The organizations included are listed in the table of contents. The groups included represent a variety of age groups and interests. Among the reports are those for the American Association of State Colleges and Universities, American Federation of Teachers, American Forest Institute, Boy Scouts of America, Girl Scouts, League of Women Voters, National Education Association, United Autoworkers, and Zero Population Growth. (RE)

SO

ED 161 772 SO 011 041

Haley, Frances McCormick, Regina

Directory of Social Studies/Social Science Service Organizations. Second Edition.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—156p.; For a related document, see ED 115 519

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.95, papercopy)

Pub Type—Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Directories, Elementary Secondary Education, Higher Education, *Organizations (Groups), Professional Associations, *Services, *Social Sciences, *Social Studies

A reference for teachers, administrators, and social scientists, this directory contains descriptions of 213 social studies/social science service organizations. Entries are listed alphabetically by organization name and provide information on type of service offered, educational level, purpose, current projects, publications, and geographic area served. The directory also contains lists of cross-references to the organization descriptions for executive officers, geographic area served, grade level, services, and subject area. The directory concludes with a list of publishers of social studies/social science curriculum materials. Information contained in the directory was obtained in 1978. (AV)

ED 162 917 SO 011 058

Kownslar, Allan O.

Teaching about Social Issues in American History. Four Demonstration Lessons.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—132p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($8.95)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case Studies, Civil Rights, *Critical Thinking, *Curriculum Development, Educational Objectives, *History Instruction, Learning Activities, News Media, Political Influences, Political Issues, *Problem Solving, Relevance (Education), Secondary Education, Skill Development, Social Problems, *Social Studies, Social Studies Units, Student Interests, *Teaching Methods, United States History, Units of Study

Identifiers—Controversial Issues, Information Analysis Products

By focusing on controversial social/political issues in high school American history and social studies courses, classroom teachers can help students develop critical thinking skills. Contemporary issues of a controversial nature are particularly good topics for high school because students are generally familiar with the issues through exposure to radio, television, newspapers, and conversations with peers, parents, and teachers. Examples of prominent controversial issues are the Allen Bakke case, the proposed Equal Rights Amendment, political patronage related to the David Marston issue of 1976-78, and First Amendment freedoms exercised by the American Nazi Party. For each of these issues,

the monograph presents statements of fact and opinion, points of agreement and disagreement, and significant omissions by one side or the other. For each issue, information is presented on objectives, suggestions for classroom treatment, and materials for student use. Student activities include examination of fictional, journalistic, and objective accounts of the issue, class discussion, reading and writing assignments, debate, dramatic presentations, and role playing. This type of teaching-learning approach emphasizes reason and critical thinking rather than emotionalism and helps students distinguish fact from opinion and identify and resolve conflicting viewpoints. It also aids educators as they develop social issues programs with the objective of helping students become involved and informed citizens. (DB)

ED 164 361 SO 010 898

Wrubel, Paul R. Ratliff, Roosevelt

Social Studies Dissertations 1973-1976.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—213p.; For related documents, see ED 054 999 and ED 098 085

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($8.00)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Abstracts, Bibliographies, Classroom Research, Comparative Education, Curriculum, *Doctoral Theses, *Educational Research, Elementary Secondary Education, Higher Education, Instruction, Reference Materials, Research Reviews (Publications), Social Sciences, *Social Studies, Teacher Education, Teachers

Identifiers—Information Analysis Products

This document identifies doctoral dissertations on the topic of social studies which were written from 1973 through 1976. The dissertations were selected from Dissertation Abstracts International (DAI). Only those dissertations which focused on the social studies as a primary concern were included. An introduction discusses trends noted in the analysis of the dissertations. The bulk of the document presents abstracts of 322 dissertations, grouped into four categories. These are: (1) curriculum, which includes subcategories of objectives, anthropology, civics, economics, environmental education, ethnic studies, future studies, geography, history, international education, law instruction, slow learners, and theory; (2) instruction, which includes subcategories of audiovisual, cognitive processes, critical thinking, inquiry, evaluation, grouping, individualized learning, political socialization, skills, textbooks, time and space concepts, and values; (3) teachers and teacher education; and (4) social studies outside the United States. In addition to the abstract, each entry includes author's name, degree awarded, institution, year of dissertation completion, dissertation title, descriptors indicating the main ideas in the study, and DAI order number. The document concludes with subject, author, and degree-granting institution indexes. (AV)

ED 166 087 SO 011 456

Benne, Kenneth D. Birnbaum, Max

Teaching and Learning about Science and Social Policy.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-233

Pub Date—78

Note—130p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.95)

Pub Type—Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Citizen Participation, Curriculum Development, Educational Objectives, Futures (of Society), *Policy Formation, Political Issues, Public Policy, Quality of Life, *Relationship, *Scientific Enterprise, Secondary Education, *Social Change, Social Problems, *Social Studies, Social Studies Units, Teaching Guides, Teaching Methods, *Technological Advancement, Units of Study, Values

Identifiers—Information Analysis Products

This monograph explores aspects of science and technology in contemporary society and suggests methods for teaching about social policy issues which have resulted from scientific and technological developments. Section one offers an argument for teaching about science and social policy; surveys the sociology, politics, and history of contemporary science and technology; and identifies methodological problems in teaching about science and social policy. Included is a discussion of six general learning objectives which should be met in a study of science and social policy. The objectives include understanding the (1) role of citizen participation in policymaking, (2) extent to which scientific and technological developments can change people's lives, (3) ways in which laymen depend upon experts' knowledge, and (4) importance of translating personal values into participative action. Section two presents social studies units on nuclear energy, electronic technology, and genetic engineering. Each unit includes expository reading material, learning activities, and reading lists. (AV)

ED 166 088 SO 011 457

Rice, Marion J. Cobb, Russell L.

What Can Children Learn in Geography? A Review of Research.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-235

Pub Date—78

Note—129p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($5.50)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Child Development, Child Psychology, *Concept Formation, Concept Teaching, *Curriculum Evaluation, Developmental Psychology, Educational Objectives, Educational Research, Elementary Education, *Geography Instruction, Knowledge Level, *Learning Characteristics, *Learning Plateaus, Map Skills, Social Studies, Teaching Methods

Identifiers—Information Analysis Products

The document reviews geography concepts and skills which elementary school children can learn in geography lessons. The study is based on research and evaluation studies with empirical test results and on anecdotal reports of what children have learned. The document is presented in four chapters. Chapter I describes the organization of the study. Chapter II focuses on testing children's basic map knowledge and skills before and after geography instruction. Findings indicate that elementary school children benefit from sequential programs of accelerated instruction in map skills. Chapter III reviews children's conceptual and analytical processes, including vocabulary, reading in geography, and general geographic knowledge. Information is also presented on curriculum evaluation research, sequencing geographic skills, and anecdotal accounts of geography for young learners. The final chapter presents conclusions: children can learn what teachers set out to teach, operate at a much higher conceptual level than is generally believed, and demonstrate aptitude for learning geographic concepts if they are given the opportunity. (DB)

ED 165 120 SO 011 506

Hedstrom, Judith E., Ed. Haley, Frances, Ed.

Social Studies Materials and Resources Data Book. Volume 4.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-234

Pub Date—79

Note—295p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($10.00, paper cover)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Catalogs, Curriculum Guides, Elementary Secondary Education, Games, *Instructional Materials, Resource Guides, Simulation, *Social Studies, Supplementary Textbooks, Teacher Education, Textbooks

Identifiers—Information Analysis Products

The Data Book contains descriptive analyses of new social studies materials for kindergarten through grade 12, teacher resource materials, ERIC abstracts of curriculum guides, and a listing of all social studies materials published in 1978. It is intended to help teachers, administrators, curriculum coordinators, and college methods professors in selecting appropriate materials on the basis of grade level, discipline, underlying philosophy, goals, strategies, structure, content, innovativeness, and merit. There are four major sections in the book. Section one includes 60 two-page analyses of social studies materials arranged in categories of textbooks, supplementary and non-print materials, and games and simulations. Section two includes 20 short analyses of teacher resource materials. Each analysis summarizes the purpose, intended uses and users, and contents of each resource book. Section three provides abstracts of 20 social studies curriculum guides identified through the ERIC system. Section four contains a listing of 336 social studies materials published in 1978 and is organized by subject area. Each section is indexed in the back of the book by author/editor, developer, grade level, publisher/institution, and subject area. (Author/AV)

SP

ED 150 121 SP 012 141

Pipes, Lana, Ed.

Teachers Talk: PI 94-142 Reaches the Classroom. A Look at Early Reactions to the Education for All Handicapped Children Act.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; National Education Association, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 78

Note—60p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Planning, Elementary Secondary Education, *Federal Legislation, *Handicapped Children, *Individualized Instruction, Inservice Teacher Education, Parent Participation, *Regular Class Placement, *School Responsibility, Special Education, Teacher Attitudes

Identifiers—Education for All Handicapped Children Act, Least Restrictive Environment

This publication documents the firsthand experience of teachers as they work to implement the Education for All Handicapped Children Act (Public Law 94-142). A panel consisting of three regular classroom teachers, two special education teachers, and a school counselor discussed the problems involved in meeting the requirements of the Act and possible solutions to these problems. Discussion among panel participants focused largely on the individualized education plan (IEP), the first provision of the Act, upon which further implementation rests. The preparation of the IEP, the placement of handicapped children in the least restrictive environment, and the inservice and preservice personnel development needed to write and implement IEPs in both regular and special education are explored. Further discussion followed on the subject of the effects in the classroom, in terms of attitudes and achievement, on both the handicapped and nonhandicapped students. (JD)

ED 151 320 SP 012 281

Lewis, Carol And Others

State Departments of Education and the New Teacher Centers Program.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Note—42p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Policy, Annotated Bibliographies, *Board of Education Role, Federal Aid, *Federal Programs, Information Dissemination, Resource Centers, *State Boards of Education, *Teacher Centers, Technical Assistance

This publication is a compendium of resources gathered to aid state education agency (SEA) staff members as they set about implementing the federal Teacher Centers Program established by Public Law 94-482. The document details (1) the role of SEAs as mandated in that legislation, (2) the responsibility of SEAs in the initial review and screening of Teacher Centers Program applications, (3) the legislative provisions concerning technical assistance by SEAs to funded teacher centers and the compensation available to them for such aid, and (4) SEA information dissemination activities concerning funded centers and available compensation for that effort. Checklists for activities in each of these areas are provided. Appendices include: (1) an overview of the Teacher Centers Program, taken from the U.S. Commissioner of Education's "Report on Teacher Centers"; (2) frequently asked policy questions on the federal mandate, the SEA's role, and local situations; (3) an annotated bibliography, citing books, pamphlets, speeches, and journal issues/articles considered as "must" reading, as well as a bibliography of periodicals consistently devoted to teacher centers; (4) National Teacher Centers Program state coordinators; and (5) other major resource centers. (MJB)

ED 151 327 SP 012 301
Pipes, Lana, Ed.
Collaboration for Inservice Education: Case Studies.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Note—54p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College School Cooperation, Educational Finance, *Inservice Teacher Education, *Interinstitutional Cooperation, Internship Programs, *Professional Continuing Education, Residential Programs, *Teacher Centers, Teacher Workshops

The seven case studies presented in this publication are representative of successful programs for the professional development of practicing teachers. They were selected to give a sampling of the variety in programs underway across the country. Two describe teacher centers jointly operated by a school system and a university; another, a Teacher Corps project involving an R&D laboratory with the university/school district collaboration. Two originated in the staff development offices of public school systems, but differ markedly in their structure: one of these works primarily with a single school site and a single university center toward a specific goal; the other uses the resources of community agencies, area higher education institutions, and individuals for a multitude of discrete offerings. Two programs feature cooperation among several universities; in both of these programs, the roles of teacher organizations, administrator associations, school districts, and state department of education are essential components. The final case study describes the concept of a two-year internship or residency for beginning teachers, how it may be funded, organized, and governed. (Editor/JD)

ED 152 683 SP 012 143
Massanari, Karl And Others
Emerging Professional Roles for Teacher Educators.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Note—87p.
Pub Type—Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College School Cooperation, Higher Education, Inservice Teacher Education, Preservice Education, *Role Conflict, *Role Theory, State of the Art Reviews, *Teacher Education, *Teacher Educators, *Trend Analysis
Identifiers—College Based Educators, School Based Educators

Emerging professional roles for teacher educators are examined by three educators from three different viewpoints, and a critique of the positions developed is undertaken by a spokesman for the teacher organization viewpoint of professional development. Karl Massanari examines the changes currently affecting the education of teachers–social, political, and those within education and teacher education. From this discussion, the basis is laid for proposals responding to these changes. William Drummond explores the current situation in colleges and universities, examines internal problems in these institutions, and discusses sixteen potential roles for the college-based teacher educator. W. Robert Houston develops the major thesis that social and educational developments call for new professional roles in teacher education. Roles of those persons responsible for staff development are explored, and on the basis of past and present practices, nine theses suggesting future practices for school based staff development are presented. In summarizing the contextual conditions determining new and modified roles for teacher educators, Massanari examines the characteristics of the arena in which educational professional development takes place and calls attention to underlying issues that will eventually determine what new roles will be created and supported. In his summary critique, Roy Edelfelt reacts to the contributions of each of the preceding writers and argues that the separate efforts of schools and colleges need not be in contest, that there is more work to be done in pre- and inservice education than all college- and school-based educators can handle, and that the problem lies in developing programs and approaches that satisfy practitioner needs. (MJB)

ED 157 860 SP 012 142
Jeppson, Gordon D.
Inservice Education Programs for Coaches.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 78
Note—49p.
Available from—AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.00)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Athletic Coaches, *Athletics, Certification, Faculty Development, *Inservice Programs, *Physical Education, Program Content, *Program Descriptions, Training Objectives

School administrators are often faced with the necessity of employing nonschool personnel to staff the athletic program fully. This publication provides some ideas, sample regulations, and model programs that can be used to give coaches basic minimal competencies for the role they may be asked to assume. Sample regulations that govern the employment of nonschool personnel as coaches are outlined. Model preservice and inservice education programs from 11 school systems are described as examples of inservice training that may be of use to administrators considering adapting them to their own settings. (JD)

ED 159 138 SP 012 913
Elliott, Peggy G.
Field Experiences in Preservice Teacher Education. Bibliographies on Educational Topics No. 9.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Note—96p.; Type size is small throughout
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Annotated Bibliographies, *Field Experience Programs, *Preservice Education, Program Development, Student Experience, *Student Teachers

Concerned with the growing attention to providing more earlier, and better field experiences for students in preservice education programs, this publication supplies both introductory notes and an annotated bibliography as a resource and point of departure for researchers and teachers. The introductory notes provide: (1) a definition of preservice teacher preparation field experience; (2) a background of the field experience component from the Middle Ages to the present; (3) reasons for present emphasis on field experience programs; and (4) notes on existing research and literature, criteria for bibliographic entries, and other available resources. The literature, including citations from 1968 to 1977, was selected from two files contained in the Educational Resources Information Center (ERIC) data base: Resources in Education (RIE) and Current Index to Journals in Education (CIJE). (DS)

ED 160 544 SP 012 220
Joyce, Bruce R., Ed.
Involvement: A Study of Shared Governance of Inservice Teacher Education.
Stanford Univ., Calif. School of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—78
Note—133p.
Available from—National Dissemination Center, 123 Huntington Hall, Syracuse University, Syracuse, New York 13210 ($4.00 and $0.60 postage)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, *Federal Programs, *Governing Boards, Improvement Programs, Inservice Programs, *Inservice Teacher Education, Low Income Groups, *Program Effectiveness, Program Evaluation, Rural Urban Differences, *School Community Programs, *School Improvement, Staff Improvement
Identifiers—*Urban Rural School Development Program

The experiences and results of the Urban/Rural School Development Program, a federally-sponsored effort to improve education in poor communities, are reviewed in this study. The thrust of the program was to involve community members and school staff from 25 extremely poor neighborhoods in equal decision making focused on the use of staff development to improve the quality of education. Topics discussed in the twelve articles are: (1) the school-community council process, including participant views and operating procedures; (2) improving the process by which school and community members relate together to make educational decisions; (3) the substance of teacher education, and how school-community councils improve the process of inservice education; (4) the effects of the program on student achievement; (5) directions for the future in educational staff development; and (6) the impact of the program on current federal legislation. Each of these focuses on the lessons to be learned from the program. The following evaluative conclusions are also offered: school-community councils can achieve parity in structure and operation in making decisions about inservice education; the work of such councils has a positive effect on morale in the district, improves the variety and quality of inservice education, and, where evidence is available, leads to better student learning; and the communities are trying to carry on, without federal support, and to incorporate the experimental work into their regular school programs. (DS)

ED 161 875 SP 013 341
Elfenbein, Iris M.
Participant, Instructor, Planner: Perspectives on the Teacher's Role in Inservice Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 78
Note—33p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Definitions, *Inservice Programs, *Inservice Teacher Education, *Interviews, Program Development, Staff Improvement, *Teacher Attitudes, Teacher Participation, *Teacher Role

In an attempt to determine the attitudes of teachers toward inservice education and the roles teachers play in it, this paper records the personal perspectives of a small group of teachers, reflects these views against the literature, and indicates some possible directions. Conceptual and operational definitions of inservice education are provided, and teacher opinions on the following topics are presented and reviewed: (1) conceptual program models; (2) incentives and participation; (3) planning and implementation; (4) staffing; (5) evaluation; (6) research; and (7) funding. A bibliography

is also included. (DS)

ED 164 475 SP 013 380
Walker, Paul Randy, Ed.
The Institutionalization of Change and Inservice in Schools and Colleges of Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; Far West Teacher Corps Network, Bellingham, Wash.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 78
Note—64p.; Based on papers presented at the Workshop of the Far West Teacher Corps Network (Reno, Nevada, May 1978)
Available from—Far West Teacher Corps Network, Western Washington University, Bellingham, Washington 98225 (free)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Change Strategies, *Educational Change, *Field Experience Programs, Higher Education, *Inservice Teacher Education, *Institutional Role, *Organizational Change, Program Development, *Schools of Education, Universities
Identifiers—*Teacher Corps
Institutional change in schools of education is discussed here with special regard for field-based teacher education programs and inservice education, both of which are viewed as potential growth areas in schools with declining enrollments. The first article deals with the challenge that inservice education offers, both in terms of growth opportunities and the demand for new skills from teacher educators. The reform of the teacher educator is the subject of the second article, which offers a grand design for collaborative problem solving. The third article examines the history of inservice practices, resources for field programs, field experiences and professional career development, planning for college participation, opportunities and potential pitfalls, and systematic planning and design. Organizational constraints to institutionalizing change in secondary schools and institutions of higher education is reviewed in the fourth article, and the fifth focuses on building readiness for change at the University of Oregon. The final article offers an organizational analysis of the involvement of universities in inservice education, stressing the economic, political, and sociological constraints involved. References are provided. (DS)

TM

ED 155 225 TM 007 464
Bunda, Mary Anne
Competency-Based Graduation Requirements: A Point of View. TM Report 66.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ERIC-TM-66
Pub Date—78
Note—18p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541 ($2.00)
Pub Type—Books (010)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Basic Skills, Criterion Referenced Tests, Curriculum Development, Evaluation Criteria, *Graduation Requirements, Legal Problems, Mastery Tests, *Performance Based Education, Program Costs, *Secondary Education, Senior High Schools, State Legislation, *Student Certification, Teacher Morale, *Testing Problems, *Testing Programs, Test Reliability, Test Validity
Identifiers—Information Analysis Products, *Minimal Competency Testing
Three areas of concern for those considering competency-based graduation requirements are discussed. First, what is involved in implementing a competency-based graduation requirement? The first tasks are the specification of performance standards and the performance skill areas. Then, appropriate certification procedures can be selected, and their reliability and validity can be verified. The second area of concern is the effect of the new requirements on school practices. The curriculum may be narrowed to concentrate on the skills to be measured, the year of certification may influence curriculum development, and expectations for the students may decline. Options for in-depth study of a particular area may be limited, the focus may be shifted to the slow learner, and slow learners may be discouraged from competing for a diploma. Teachers' organizations may react against the program, the amount of paperwork will increase, and the program may have a negative effect on staff morale. The third areas of concern are financial and legal aspects. The cost of the testing program and of increased remedial programs must be considered, and the probability of lawsuits is quite high. Though competency-based graduation requirements may be valuable, these potential negative effects must also be considered. (BW)

ED 164 623 TM 008 401
Tittle, Carol Kehr
Sex Bias in Testing: A Review with Policy Recommendations.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.; Women's Educational Equity Communications Network, San Francisco, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date—78
Contract—300-77-0535
Note—58p.
Available from—Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($3.50)
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement Tests, Aptitude Tests, *Educational Testing, Females, Group Norms, *Guidelines, Interest Tests, Males, Occupational Tests, Policy Formation, Sex Differences, *Sex Discrimination, *State of the Art Reviews, *Test Bias, Test Reviews, Test Validity
Identifiers—Information Analysis Products
Educational achievement tests, career interest inventories, and aptitude tests are reviewed for examples of sex bias, and changes in policy concerning the use of these tests are suggested. These suggestions are within the authority and responsibility of local and state educational administrators, teachers, counselors, parents, and students. The author concludes that guidelines concerning the review, selection, use, and interpretation of tests are especially needed for policy makers, since educational tests are neither inherently sex fair nor sex biased. Sources of guidelines for evaluating the fairness and the use of a test are discussed, as well as general professional standards for test construction. A number of examples from actual test items illustrate cases of bias against females—in achievement tests, male characters are mentioned more often and in more active roles; career interest inventories have separate male and female scales and norms, resulting in disproportionate counseling about career options; and aptitude tests may be written and interpreted according to sex role stereotypes. More stringent guidelines for test selection are strongly recommended whenever selection tests result in adverse impact. A bibliography is appended. (Author/GDC)

ED 166 262 TM 008 525
Wildemuth, Barbara M., Comp.
Research and Evaluation Studies from Large School Systems. 1977.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Pub Date—Aug 78
Note—161p.; For previous edition, see ED 142 584
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Annotated Bibliographies, *Educational Programs, *Educational Research, Elementary Secondary Education, Foreign Countries, *Program Evaluation, Public School Systems, Research Projects, *School Districts, Urban Schools
Identifiers—Canada, Information Analysis Products, United States
Limited to documents announced in Resources in Education from April 1977 to March 1978, this annotated bibliography covers a broad spectrum of reports generated directly or indirectly by 66 large school districts in the United States and Canada. The reports include descriptions and evaluations of bilingual, early childhood, compensatory, and remedial programs. The 323 citations are arranged by official school district name. Each entry provides: author, source, date of publication, Educational Resources Information Center (ERIC) document number, and an abstract. A subject index of major ERIC descriptors is provided. (CP)

ED 166 263 TM 008 696
Harrison, Charles H.
Information for Education Writers from ERIC.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—[77]
Note—8p.; Parts may be marginally legible due to small type
Pub Type—Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clearinghouses, *Educational Resources, Guides, Indexes (Locators), *Information Retrieval, Information Services, *Information Sources, *Information Systems, Information Utilization, On Line Systems, *Resource Guides
Identifiers—*ERIC, Information Analysis Products
The Educational Resources Information Center (ERIC) system provides information to education writers for newspapers, magazines, radio, and television. ERIC can be used to find the names of reliable sources in a given field, as well as background information for an in-depth article or broadcast. The ERIC collection of documents on microfiche is housed at 650 public institutions, some of which also provide computer searches of the data base for a fee of approximately 15 to 25 dollars. The Thesaurus of ERIC Descriptors suggests the appropriate subject terms for an ERIC search. The computer search results in a printout of abstracts and bibliographic citations; these are scanned in order to decide which microfiche, photocopies, or journals to request. Two printed indexes also provide bibliographic citations and abstracts, and are indexed by ERIC descriptors: (1) Resources in Education (RIE)–listing research reports, project summaries, and conference papers that are available as part of the ERIC microfiche collection; and (2) Current Index to Journals in Education (CIJE)–which indexes articles from education journals. ERIC does not provide microfiche or photocopies of articles cited in CIJE. A directory of the 16 ERIC clearinghouses, each specializing in a different subject area, is appended. (Author/GDC)

ED 167 537 TM 008 763
Stutz, Jane Porter, Ed. Knapp, Joan, Ed.
Experiential Learning: An Annotated Literature Guide. 1978 Supplement.
Council for the Advancement of Experiential Learning, Columbia, Md.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Pub Date—Nov 78
Note—146p.; For earlier edition, see ED 148 859
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Credits, College Faculty, College Students, *Educational Assessment, Educational History, *Evaluation Methods, *Experiential Learning, Higher Education, Informal Assessment, Postsecondary Education, Program Costs, *Program Descriptions, Program Development, Program Evaluation, *Special Degree Programs, *Student Evaluation, Teacher Role
Identifiers—Information Analysis Products
This supplement to the 1977 literature guide contains 250 citations of reports, journal articles, and dissertations discussing college-level learning for which students or potential students might seek credit. It is organized into five parts. Part A covers experiential learning programs; Part B focuses on student learning; Part C is an alphabetical listing of all annotated references; Part D lists references received too late to annotate; and Part E is a subject index based primarily upon Educational Resources Information Center (ERIC) descriptors. Topics included in Part A are: rationale and history of experiential learning; types of programs; program planning and implementation; program evaluation; faculty resources; and financing. Part B is organized around a six-stage student assessment framework: identification, articulation, documentation, measurement, evaluation, and transcription of academic records. Whereas the 1977 guide was selective, this

supplement attempts to be comprehensive, excluding only items that did not appear to be readily available. (Author/CP)

ED 169 137 TM 009 080
Rentz, R. Robert Rentz, Charlotte C.
Does the Rasch Model Really Work? A Discussion for Practitioners. ERIC/TM Report 67.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 78
Note—26p.; Some small print marginally legible
Pub Type— Guides - Non-Classroom (055) — Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability, Achievement Tests, *Complexity Level, *Goodness of Fit, *Item Analysis, *Mathematical Models, Measurement Techniques, *Test Construction, Test Items
Identifiers—Information Analysis Products, *Rasch Model
Issues of concern to test developers interested in applying the Rasch model are discussed. The current state of the art, recommendations for use of the model, further needs, and controversies are described for the three stages of test construction: (1) definition of the content of the test and item writing; (2) item analysis; and (3) test calibration. The Rasch model is defined as specifying that the probability of a person's correctly answering a test item is a function of two parameters: the person's ability and the item's difficulty. Calibration refers to the process of estimating the two sets of parameters, and evaluating the fit of these data to the model. The Rasch model has been found to work for achievement tests, both criterion- and norm-referenced, as well as other types of tests. The model helps to identify poor test items, but does not help to write better items. Mean square fit statistics are recommended for item analysis. Questions are raised regarding unidimensionality, the robustness of the model, sample size issues, and the definitions of sample-free and item-free. The authors conclude that test developers can feel comfortable, albeit cautious, in using the Rasch model. (Author/GDC)

UD

ED 150 241 UD 017 931
Warren, Constancia
Current Thinking on Desegregation. Equal Opportunity Review.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Note—5p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Equal Education, *Literature Reviews, Metropolitan Areas, Public Schools, *Racial Integration, *School Community Relationship, *School Integration
Identifiers—Massachusetts (Boston), Texas (Dallas)
In this paper four articles on school desegregation and equal educational opportunity are reviewed. The articles, which appeared in the November 1977 issue of "Phi Delta Kappan", deal both with specific community experiences (Boston and Dallas) and with more general issues, such as behavior patterns affecting desegregation and court mandated citizen participation in the desegregation process. Salient features of each article reviewed are mentioned. It is suggested that these articles may serve as a starting point for discussion of the problems facing desegregating schools in the 1970's. (Author/GC)

ED 157 945 UD 018 494
Warren, Constancia
The Magnet School Boom: Implications for Desegregation.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Pub Date—78
Note—5p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Alternatives, *Educational Trends, Elementary Secondary Education, *Equal Education, Integration Effects, *School Integration, Social Mobility
Identifiers—*Magnet Schools, *Multiple Option Systems
The current boom in magnet schools (or multiple option systems) draws strength from three converging trends in education in the last decade: (1) the search for appropriate educational options to meet the diverse learning needs of children; (2) the desire for greater parental participation in the educational process; and (3) the search for voluntary desegregation measures. The use of magnet schools or projects in the process of school desegregation still poses problems that are difficult to resolve. For example, one or two, or even several magnet schools, no matter how racially balanced their individual student populations, are not sufficient to bring about district wide desegregation. Magnet schools may also raise problems concerning the question of equity in educational services within a school district as a whole. It is also possible that magnet schools will not bring about equal educational opportunity and social mobility. For example, there is always the danger that less educated parents will not be adequately informed to make the best choices for their children, despite the availability of several options. However, positive aspects of the growing number of magnet schools and multiple option systems should be emphasized: (1) they respond to the need for alternatives to the standard curriculum in the public school; (2) they provide a wide variety of learning experiences to children; and (3) the multiple option systems legitimize diversity. (Author/AM)

ED 159 249 UD 018 492
Burnes, Donald W. Moss, Richard L.
From Congressional Intent to Local Program Delivery: Present Reality in the Administration of Title I, ESEA.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Pub Date—78
Note—9p.
Journal Cit—IRCD Bulletin; v13 n1 Win 1978
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Organization, *Administrative Problems, *Compensatory Education Programs, Educational Administration, Educational Policy, *Federal Programs, Formative Evaluation, *Government Role, Law Enforcement, *Program Administration, Program Evaluation, State Departments of Education
Identifiers—*Elementary Secondary Education Act Title I, *National Institute of Education
Federal and State public policy aimed at educational improvement consists of many individually designed and implemented programs including Title I. The Department of Health, Education, and Welfare (HEW) develops and disseminates Title I policies and guidelines and provides direction to States and local districts through monitoring and enforcement activities. In its study of Title I administration, the National Institute of Education (NIE) examined Federal performance of these two roles. NIE concluded that the present approach is basically sound, but identified several deficiencies. The legal framework is not sufficiently clear to meet the needs of Title I directors, nor do States have a total picture of Federal policy. These problems are exacerbated by inconsistencies in the way that the Office of Education (USOE) and HEW Audit Agency monitor and enforce the legal framework. In addition, States vary considerably in the way they undertake their Title I responsibility. NIE has nonetheless identified common themes that promote the administration of the program: (1) the distinction between the funds allocation requirements and the legal provisions concerning program development; (2) the emergence of a core group of Title I administrators who are dedicated to serving disadvantaged children; and (3) the importance of federal administrative activity for the entire Title I program. However, USOE and the States must find ways of assisting local districts if Title I is to meet the needs of educationally disadvantaged children from low income areas. (Author/MC)

ED 159 268 UD 018 550
Urbanicity and Urban Education: A New Look. ERIC/CUE Disadvantaged Series, Number #3, Fall 1977.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—400-75-0006
Note—101p.; Proceedings of a conference devoted to redefining the problems of urban education in the context of urban life (Teachers College, Columbia University, New York, New York, July 18-19, 1977)
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—City Problems, Community Characteristics, Educational Resources, *Educational Strategies, Elementary Secondary Education, Ethnic Status, Immigrants, Minority Groups, Population Distribution, Racial Discrimination, Rural to Urban Migration, *School Community Relationship, *Social Factors, Socioeconomic Influences, *Urban Culture, *Urban Education, Urban Environment, *Urban Schools, Urban to Suburban Migration
Identifiers—California, Massachusetts (Boston)
This volume contains speeches made by educators, civil servants and administrators who attended a conference devoted to redefining the problems of education in the context of urban life. Edmund W. Gordon's presentation provides a basic framework of urbanicity, its environmental and social characteristics, and three broad categories which have special relevance for urban education: human diversity, human mobility, and human and institutional rigidity. Robert A. Dentler offers historical and cultural delineations of what constitutes urban and then discusses some of the forces which are modernizing Boston's educational system. Seymour B. Sarason outlines the role of resource exchange networks in education. Paul N. Ylvisaker analyzes settlement patterns and their influence on educational trends. Bernard R. Gifford discusses urban education management and related problems. William Riles summarizes educational reform in California and cites examples of California's reform plan for intermediate and secondary education (RISE) being implemented in other states. Davis Seeley's presentation deals with problems in bureaucratic school structures and offers some remedies for improving their effectiveness and efficiency. Summaries of the discussions following the presentations are also included in this document. (Author/EB)

ED 159 274 UD 018 563
Harrington, Charles
Bilingual Education, Social Stratification, and Cultural Pluralism.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note—5p.
Journal Cit—Equal Opportunity Review; Sum 78
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Ethnic Stereotypes, *School Role, *Social Status, *Social Stratification, Urban Schools
Identifiers—*Multicultural Education
In this society cultural pluralism and social stratification go hand in hand. Status differences among cultural groups can be clearly seen in urban schools, where there may be many different groups and where stereotyping often results. One problem with status stereotypes is that they are not completely fixed in reality. A further problem is that status stereotypes are destructive to, and have no place in, educational planning. When anthropologists make functional data available about other cultures, in the hope of enabling educators to plan and to make more enlightened decisions, they can be creating more stereotypes. Transitional, enrichment, and maintenance models of bilingual educa-

tion each have different social and cultural implications. In considering these models, it is important to remember that social stratification and cultural pluralism are distinct phenomena, even though they may coincide in our society. Theoretically, schools and education can provide groups with the skills and resources necessary for them to compete more equally in the larger society. Alternatives for the future involve either doing away with structural and cultural pluralism through homogeneity, or making multiculturalism a desirable element of everyone's experience. (Author/GC)

ED 159 279 UD 018 572
Moore, David Thornton
Alternative Schools: A Review. Urban Diversity Series, No. 53.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Contract—400-77-0071
Note—31p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alternative Schools, Case Studies (Education), Curriculum Design, *Educational Alternatives, Educational Anthropology, Elementary Secondary Education, *Evaluation Needs, *Experimental Schools, *Program Evaluation, *Research Needs, Research Reviews (Publications), State of the Art Reviews
Identifiers—Ethnography
This paper defines alternative schools, exploring such critical parameters as their organizational context and structure, their curricular focus and pedagogical approach, and their governance. Also reviewed are some of the studies of experimental schools. Prior research is placed in the context of a critique which argues that more detailed information is needed about the quality of everyday life in the programs rather than on traditional evaluative measures of outcomes. The paper has two stated purposes: first, to dispel some of the popular misconceptions about alternative schools by describing various programs and practices that use that term; and second, to impose some conceptual order on the large number of alternatives through a review of some of the dimensions along which these schools vary. The data on alternative schools were gathered through the author's personal experience and through a review of the literature. It is suggested that more ethnographic research be conducted on alternative schools. (Author/AM)

ED 159 280 UD 018 573
Eckstein, Max A.
Schooling in Big Cities: A Comparative International Perspective. Urban Diversity Series, No. 54.
Michigan State Curriculum Committee on Better Human Relations.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 78
Contract—400-77-0071
Note—70p.
Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Comparative Analysis, Economically Disadvantaged, Educational Change, *Educational Needs, *Educational Policy, *Educational Problems, Elementary Secondary Education, Immigrants, Minority Groups, Public Education, Urban Areas, *Urban Education, Urban Schools
Identifiers—Canada (Toronto), England (London), Israel (Tel Aviv), Japan (Tokyo), Netherlands (Amsterdam), New York (New York)
This document presents a descriptive comparison of public education in Amsterdam, London, New York, Tel Aviv, Tokyo, and Toronto. These cities are alike in that in each population, money, power, and influence are concentrated. In all these cities a common educational problem has been to deal with the disproportionate number of the poor, recent immigrants, or otherwise marginal students that make up their school populations. Though the compensatory approach dominates the efforts of large city school systems to improve the lot of their deprived and marginal students, policies and practices toward cultural minorities remain problematic. Data collected for this survey indicate that urban school problems are widespread and similar across the developed nations of the world and that there are no quick solutions to the problems. (Author/AM)

ED 161 975 UD 018 493
St. John, Nancy H. Gordon, Edmund W., Ed.
School Desegregation: Outcomes for Children. Findings in Search of a Theory.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Pub Date—78
Note—17p.; For a related document, see ED 102 279; Not available in hard copy due to publisher's restriction; Small type may be marginally legible
Journal Cit—IRCD Bulletin; v13 n2 Spr 1978
Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Black Students, Caucasian Students, Elementary Secondary Education, *Integration Effects, Minority Groups, *Racial Factors, *School Integration, *Student Attitudes, *Student Characteristics, Success Factors
This article examines nine dimensions to the meaning of school desegregation for black children and analyzes one attitudinal outcome related to each dimension. The dimensions (listed first) and corresponding outcomes are as follows: (1) symbolic message and sense of control; (2) borrowed stigma aura and self esteem; (3) relative deprivation and morale; (4) roles and expectations of others and motivation; (5) peers as reference group and school related norms; (6) cross racial contact and cross racial attitudes; (7) minority group position and anxiety; (8) cultural marginality and group identity; and (9) comparative reference group and academic self confidence. The meaning of school desegregation for white children is also considered. Educational conditions under which desegregation is likely to have the most beneficial and least harmful outcomes for children are suggested for each dimension. The potential impact of individual differences, such as age, sex, mental health, achievement level and family socioeconomic status on successful biracial schooling is discussed. (Author/AM)

ED 162 012 UD 018 711
Lundstrom, Sara W., Ed.
Cultural Factors in Learning and Instruction. ERIC/CUE Urban Diversity Series, Number 56.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Contract—400-77-0071
Note—89p.; Papers presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 27-31, 1978)
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Anglo Americans, Bias, Biculturalism, Bilingualism, Blacks, Case Studies (Education), *Cultural Factors, Elementary Secondary Education, *Ethnic Groups, Identification (Psychological), *Learning Characteristics, Low Achievement Factors, Mexican Americans, Multicultural Education, Nature Nurture Controversy, *Psychological Characteristics, Racial Discrimination, Racial Factors, Sex Discrimination
The five articles in this document provide a diverse look at the influence of cultural factors in classrooms and schools. In the first article, "The Cultural Identification of Students in Bilingual Classrooms," M. Beatriz Arias discusses particularly the heterogeneous cultural identification of Anglo and Mexican American students in California. In the second article, "Racial Prejudice and Its Relationships...," Thomas C. Denne, J. William Moore and William E. Hauck examine a multitude of variables such as race, grade, and sex, and compile correlations relating racial prejudice to personality variables. In "A Bicultural Approach to the Issue of Achievement Motivation," Tracy C. Gray examines and compares achievement motivation in Mexican American and Anglo elementary school children. In the fourth article, "Variables Affecting the Intellectual Performance of Black and White Children," James E. Savage and Philip Friedman review the effects of race and sex of examiner on test results. In the final article, "Ethic Group Bias in Intelligence Test Items," Janice Schoenman presents a definition and discusses what is suggested by the title. Each article is followed by a critical analysis. (Author/EB)

ED 162 013 UD 018 713
Wynn, Robert L., Comp.
ERIC References on Urban and Minority Education.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 78
Note—13p.; For related documents, see ED 128 492-493 and ED 143 720
Journal Cit—Equal Opportunity Review; Jul 1978
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliographies, Elementary Secondary Education, *Minority Groups, Post Secondary Education, *Urban Education
Contained in this bibliography are references on such topics as bilingual education, compensatory education, school integration, the education of specific ethnic and racial groups, and problems of inner city schools, which were cited in the January through December 1977 issues of "Resources in Education" (the abstract journal of the ERIC system). Each citation is followed by an ERIC Document (ED) identification number. A subject index is included. (Author/EB)

ED 162 014 UD 018 714
Moore, David Thornton
Urban Resources as Educators.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 78
Note—9p.
Journal Cit—Equal Opportunity Review; Aug 1978
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Resources, *Educational Opportunities, *Educational Resources, Learning Characteristics, Learning Processes, Museums, Supplementary Educational Centers, *Urban Education, *Urban Environment
The purpose of this paper is to propose a conceptual framework by which educators can recognize, affirm, and enhance the potential to learning of a vast array of urban resources unconnected to schools. Working definitions of the major terms "educators," "resources," and "urban" are provided as a reference base for the conceptual framework. Elements of the various constituents of the learning encounter are itemized in order to assist professionals in analyzing the interaction between learner and situation. Features of the participants, the context and the learning process are included. A review of selected literature which touches on the issue of learning from urban resources is also provided. Writings that describe three different kinds of resources (museums, settlement houses, and the city as a built environment) are identified. It is suggested that educators could apply the urban resource framework to these works, in order to use the literature more creatively and systematically in their thinking about urban education. The challenge for educators, it is held, is to understand how people can learn from the city's non-school resources, and to create ways of enhancing that process. (Author/EB)

ED 164 658 UD 018 908
Gordon, Edmund W.
Toward a Conceptualization of Urban Education.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Pub Date—78
Note—8p.
Available from—Institute of Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($1.00)
Journal Cit—IRCD Bulletin; v13 n3 Sum 1978
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*City Demography, *City Problems, *Cultural Differences, *Educational Environment, Educational Problems, Elementary Secondary Education, Minority Groups, Social Factors, Social Mobility, *Urban Education, *Urban Population
Studies of urban living and its consequences for

education tend to focus on issues related to ethnic minority status and low economic status. There are problems, however, more critical to urban life than those faced by low status people in our cities. Continuity and change present problems in urban areas. Three broad categories which have special relevance for urban education are human diversity, human mobility and human and institutional rigidity. Due to these characteristics and to the political and economic climate, urban populations are diverse and mobile, and at the same time stereotypic and immobile. These populations vary with respect to their status (ethnicity, culture, class, sex) and their functions (language, cognitive style, affective response patterns, etc.). These differences have implications for the way in which educational opportunities are designed and delivered. Yet, these various groups are eventually held to similar mainstream standards despite the pluralistic nature of their reference groups. These populations seem to be in constant geographic movement within the city and into and out of the city. Between groups, though, movement is very limited and upward mobility is more a dream than a reality. In urban education, attention must be given to these and other aspects of urbanicity. (Author/WI)

ED 164 707 UD 019 003

Grove, Cornelius Lee

The Annotated Bibliography on Cross-Cultural Problems in Education. Volume I: Fugitive Literature. ERIC/CUE Urban Diversity Series, Number 55.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 78

Contract—400-77-0071

Note—41p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Annotated Bibliographies, *Cross Cultural Training, *Cultural Differences, *Cultural Education, *Cultural Factors, Human Relations

The general purpose of this bibliography is to cite a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background, and to particularly focus on the literature relating non-linguistic cross-cultural differences to formal education. In this volume, recent fugitive literature, such as conference papers, research reports, speeches, term papers, and dissertations are cited and briefly annotated. All works cited can be obtained for reading through ERIC (Educational Resources Information Center) microfiche, and ERIC document (ED) reference numbers are included in the citations. Literature concerning non-verbal communication, sociocultural behavior patterns, cognitive styles, acculturation, biculturalism, the influence of culture on everyday life, and ways of teaching the concept of culture are included. (Author/EB)

ED 166 316 UD 019 111

Lightfoot, Sara Lawrence

A Child's Place: Toward a More Complex View.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—9p.; For a related document, see UD 019 112

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($1.00)

Journal Cit—IRCD Bulletin; v13 n4 Fall 1978

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, *Children, Classroom Observation Techniques, *Classroom Research, Educational Research, *Elementary School Students, Minority Group Children, *Research Problems, School Role, *Social Factors, Teacher Attitudes, *Teacher Role

The educational research on schools and classrooms is burdened by the unresolved images of children and their place in society. Most educational research exaggerates the dominance of the teacher and neglects the presence and power of children. This tends to support the irresponsible, dependent, and powerless role assigned to children in our culture. Cultural perspectives on childhood are reinforced by sociological conceptions of the purposes and functions of schools in contemporary society. These views offer a partial and unrealistic picture of classroom life. Neglected are the dynamic and uneven process of socialization and the initiating of creative actions of children in classrooms. There are also methodological and strategic reasons why the interactions and social systems among children in classrooms have been given such minimal attention by researchers. In addition, stereotyped perceptions distort such research and cultural differences account for research misinterpretation, particularly in the case of minority, lower class children. In the process of developing methodological strategies for documenting and analyzing the patterns and interactions and social systems created and sustained by children, researchers must confront current cultural biases, traditional theories and beliefs regarding children and childhood, and views held on the social and economic purposes of schools. (Author/EB)

ED 166 317 UD 019 112

Lightfoot, Sara Lawrence

A Question of Perspective; Toward a More Complex View of Classrooms. ERIC/CUE Urban Diversity Series, Number 58.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Contract—400-77-0071

Note—14p.; For a related document, see UD 019 111

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($2.50)

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, *Children, Classroom Observation Techniques, *Classroom Research, Educational Research, *Elementary School Students, Minority Group Children, Racism, *Research Problems, School Role, *Social Factors, Teacher Attitudes, *Teacher Role

A review of selected literature on classroom processes indicates that the primary preoccupation of educational researchers is with the dominance and centrality of the teacher. The research has primarily been concerned with documenting the strong relationship between the teacher's expectations of a pupil's performance and the actual performance of the pupil, e.g., the "Pygmalion" study. Exaggerating the dominance of the teacher and neglecting the power and presence of children in classroom research seems to support the irresponsible, dependent, and powerless roles assigned to children in our culture. Cultural perspectives on children are reinforced by sociological conceptions of the purposes and functions of schools in contemporary society. The focus on the norms and structures of the schools and their power in shaping and controlling the individual development and collective life of children offers a partial vision and unrealistic picture of classroom life. There are also methodological and strategic reasons why the interactions and social systems among children in classrooms have been given such minimal attention by researchers. For example, the social distance between investigator and subjects has been a major dilemma in classroom research, particularly in the case of minority group children. The distortions are related not only to misunderstandings of language and gesture but also to basics of ethnocentrism and racism in the researcher's perceptions. (Author/EB)

ED 169 167 UD 019 259

Grannis, Joseph C.

Task Engagement and the Consistency of Pedagogical Controls: An Ecological Study of Differently Structured Classroom Settings. Urban Diversity Series, Number 57.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date—Oct 78

Contract—400-77-0071; OEC-0-71-0593

Note—62p.; Not available in hard copy due to reproduction quality of the original document

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Case Studies (Education), *Classroom Observation Techniques, Experiential Learning, *Learning Activities, Peer Relationship, Primary Education, *Student Behavior, Student Role, *Student Teacher Relationship, Teacher Behavior, *Teacher Role

Identifiers—Project Follow Through

Twenty children, one boy and one girl in each of ten second grade classrooms from four different experimental programs, were each observed over the course of a single school day. Each 30 second interval of approximately 80 hours of transcribed behavior stream observation was analyzed to determine whether the teacher, the learner, or the teacher and learner jointly controlled selected aspects of the activity, and to determine the learner's main or alternative task orientation. Relatively consistently controlled settings were observed for more time than inconsistently controlled settings in enrichment subject activity, but not in basic subject activity. Successively more inconsistent combinations of controls were associated with successively lower percentages of main task orientation in basic activity, but not in enrichment activity. Analysis of the discrepant cases shows that consistency of control between pacing and feedback from materials and/or peers was associated with relatively high engagement for both basic and enrichment activity. The research is linked to other research which has examined on-task behavior as both an index of the efficiency of an educational setting and a predictor of achievement in the setting. (Author)

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